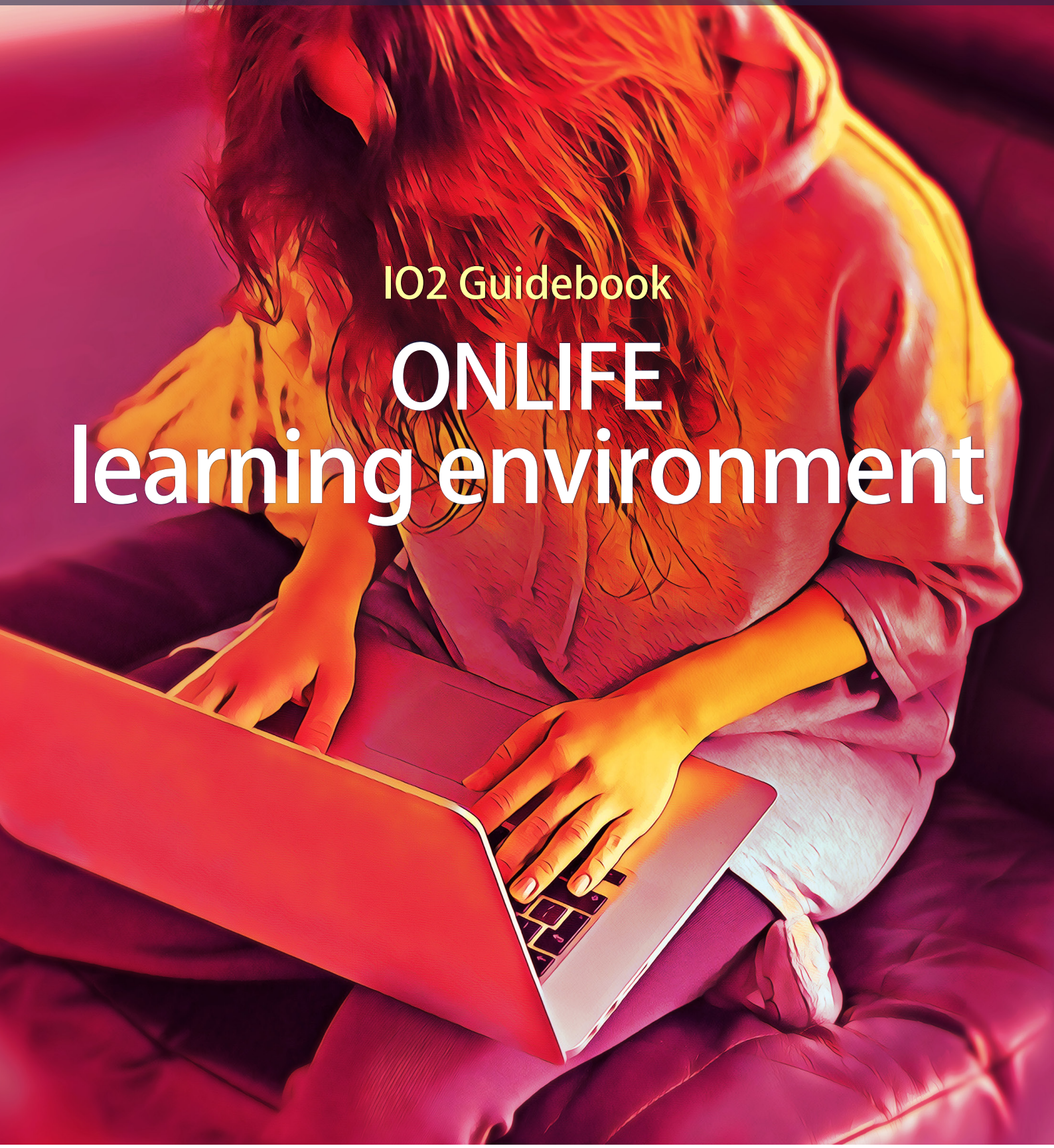
ONLIFE: Empower hybrid Competences for Onlife Adaptable Teaching in School Education in times of pandemic



IO2 Guidebook

ONLIFE learning environment

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www.onlife.up.krakow.pl

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"Empower hybrid Competences for Onlife Adaptable Teaching in School Education in times of pandemic"

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Introduction

The Covid-19 pandemic has highlighted the critical need for educators to adapt to the digital landscape and acquire hybrid competencies. Additionally, the pandemic has brought to light the pressing issue of the lack of online training resources aimed at equipping educators with adaptable teaching skills during these challenging times. To address this, the ONLIFE project adopted a bottom-up approach in developing an online learning environment that responds to the pandemic's unique challenges. Building upon the research conducted during Output 1, the consortium devised eight modules aimed at enhancing the digital competencies and skills of online teachers, empowering them to effectively utilize digital technologies for online and blended teaching in school education. The project conducted pilot testing of the learning environment in two phases, collaborating with education professionals, including university professors and adult education providers, to refine and update their competencies and skills. Based on the pilot testing feedback, the online environment underwent a final revision before being launched. The document consists of 5 core chapters:

- Preparation Analysis of the Learning Modules
- Learning Environment Architecture
- ONLIFE Training Programme Overview
- Brief overview of the ONLIFE Training Modules
- Syllabuses of the ONLIFE Course Modules

1. Preparation Analysis of the Learning Modules

During the initial phase of Output 2, the project partners engaged in the development of a comprehensive table of learning outcomes and competencies which were incorporated into their respective modules. Each project partner leveraged their specialized knowledge and expertise to create a module that aligned with the project objectives. The learning outcomes and competencies were informed by extensive research conducted during Output 1, and were based on the well-established DigiComp 2.1 framework.

The project partners conducted a thorough investigation and analysis of the pre-existing table of learning outcomes and competencies to support the development of a cohesive set of digital competencies and skills that would empower educators to effectively utilize digital technologies for online and blended teaching in the school education context. Ultimately, the final table was validated.

Table 1: Learning Outcomes and Competencies of the ONLIFE Training Course

MODULES	LEARNING OUTCOME 1	LEARNING OUTCOME 2	LEARNING OUTCOME 3	LEARNING OUTCOME 4	COMPETENCIES
1: Introducing ONLIFE	**Understand and develop:** - Onlife and the pervasiveness of information and communication technologies in our daily lives	**Able to:** - Assess / evaluate the impact (advantages and disadvantages) of Onlife in education - Describe Onlife examples in daily life, for instance in shopping, working, learning, and the ways we interact with the worlds of law, finance, and politics	**Acknowledge and promote:** - the actions and relationships that a person performs and has when he/she has when he/she is both connected and disconnected	**Explain:** - the purpose and outcomes of the ONLIFE project	- Ability to establish an understanding of the pervasiveness of information and communications technologies in everyday life - Ability to compare and contrast examples of ONLIFE in different aspects of everyday life - Recognise the impact of ONLIFE in education

2: Online training for learning with online learning environments	**Understand and develop**: - the needs of their classroom that may be addressed using an on-line learning environment	**Able to:** - find and use any on-line learning environment to facilitate their teaching/training process - choose the on-line learning environment based on their needs in relation to what they offer - effectively utilise on-line learning environments in all circumstances (physical classroom, on-line, and hybrid learning)	**Acknowledge and promote:** - the positive and negative aspects of on-line learning environments and on-line synchronous/ asynchronous learning	**Explain:** - how an on-line learning environment should be introduced and integrated in the teaching process to plan its implementation	- adaptability - selecting digital resources (DigiCompEdu) - creating and modifying digital resources - managing, protecting, and sharing digital resources - collaborative learning
3: Digital Skills for online teaching	**Understand and develop:** - organizing teaching ideas in a file (document/ presentation/ infographics etc) - collaboration among students with community tools - assessment for/as/of online learning using digital tools	**Able to:** - choose the right on-line tools for organizing ideas - give effective feedback to students - create a quiz/questionnaire, using an on-line tool and interpreting the results	**Acknowledge and promote:** - a concept map for a unit or a lesson - using on-line tools to facilitate teaching/learning	**Explain:** - how to use online feedback tools for collecting students' opinions - how to share best practices	- Collaborating through digital technologies - Creatively using digital technologies - Creating educational digital content - Distribute learning resources in various forms so as to make them accessible to all students
4: Cooperating, sharing resources and co-teaching	**Understand and develop:** - Teachers' needs to empower	**Able to:** - analyse teachers' needs to empower hybrid	**Acknowledge and promote:** - team work - share resources with colleagues	**Explain:** - strategies to adapt resources in hybrid digital education	- adaptability - cooperation - co-creation of resources - management,

	hybrid competences - co-teaching as a practice - effective co-planning by constructing learning and teaching experience - co-generative dialogue - co-assessing learning	competences - fill the gap between theoretical knowledge of digital tools and competences to be translated into teaching practice - select, create and adapt digital resources	- long-life learning		protection, and sharing digital resources - creation of repository - collaborative learning, lifelong learning
5: Online teaching strategies and relevant practices to enable student learning	**Understand and develop:** - online strategies leading to effective teaching. - available online resources and adequacy of their selection to address specific needs and goals. - principles of cooperation and co-creation	**Able to:** - preparing online resources necessary in their particular classes. - embed assessment aspects in their materials, if necessary.	**Acknowledge and promote:** - importance of good practices	**Explain:** - necessity of modifying online teaching strategies vs. those applied in the classroom	- ability to enhance own digital literacy - introduce new, online specific, ways of teaching. - orientation in available OERs (open educational resources).
6: Effective communication and collaboration using technology	**Understand and develop:** - the needed communicatio n skills - the basics of collaboration tools - methods of organizing joint events - principles of cooperation and co-	**Able to:** - Understand what is a digital identity and how to make it work for you - Co-author documents and spreadsheets - Find people online	**Acknowledge and promote:** - the basic principles in using social platforms (Facebook, LinkedIn, Google Calendar, Trello, Slack) - To-Do List tools and examples (even from your everyday experience)	**Explain:** - how to use video conferencing software and creating a profile - what is a Digital storage system and Cloud-based storage system - how to use Advanced	-communication - planning and organizing - flexibility and adaptability - self-management - problem solving - digital literacy - cooperation - co-creation of resources

	creation - the meaning of communication and collaboration online and digitally			features of communication tools and collaboration tools	
7: Adaptive teachers for disruptive learning scenarios: looking for digital solutions	**Understand and develop:** - characteristics of disruptive scenarios in society and in educational settings - digital components for adaptive disruptive education - solutions for transforming regular learning scenarios into cloud learning scenarios	**Able to:** - analyse the characteristics of disruptive learning scenarios from pedagogical, institutional and organisational dimensions - devise the technical dimensions of digital education solutions - select cloud computing approaches for hybrid/online education - lead the implementation of solutions for disruptive education	**Acknowledge and promote:** - codesign strategies for adaptive learning solutions - team-work - ethical aspects of hybrid digital education	**Explain:** - selective cloud computing approaches for hybrid/online education	- Ability to establish leadership for promoting a shared vision on confronting disruptive situations in the educational organisations - Ability to creatively use digital solutions in different educational contexts - Ability to critically assess your own practice and develop their understanding of effective and sustainable interventions - Disposition to motivating, encouraging, trusting and valuing colleagues to explore digital approaches for both disruptive situations - Commitment

					to foster inclusion, cross-cultural skills and equal opportunity in today's complex education - skills on using, developing, creating and managing hybrid solutions for adaptive education, including applications, devices, and networks for improving the existing operations
8: Teachers as future multipliers - how to	**Understand and develop:** - the needed communicatio n skills - methods of organizing colloquium events - principles of cooperation and co-creation	**Able to:** - about methods of communication and dissemination - to develop regional and international communications - the Dos and Don'ts in online and blended communications - the means and specs for adapting to change	**Acknowledge and promote** - topics of ONLIFE results of the ONLIFE project	**Explain** **-** the content and operation of the ONLIFE project platform	-communication - planning and organizing - flexibility and adaptability - leadership - self-management - problem solving - digital literacy - resilience/self confidence - decision making - cooperation - cocreation - critical thinking

Following the discussions with project partners, a synthesis of ONLIFE competencies was made, as listed below.

Short List of ONLIFE Competencies

1. Recognise the impact of ONLIFE in education
2. Creating and modifying digital resources

3. Creating educational digital content
4. Management, protection, and sharing digital resources
5. Ability to enhance own digital literacy
6. Flexibility and adaptability in communicating effectively with digital resources
7. Ability to establish leadership for promoting a shared vision on confronting disruptive situations in the educational organisations
8. Planning and organizing events to promote digital competencies in education

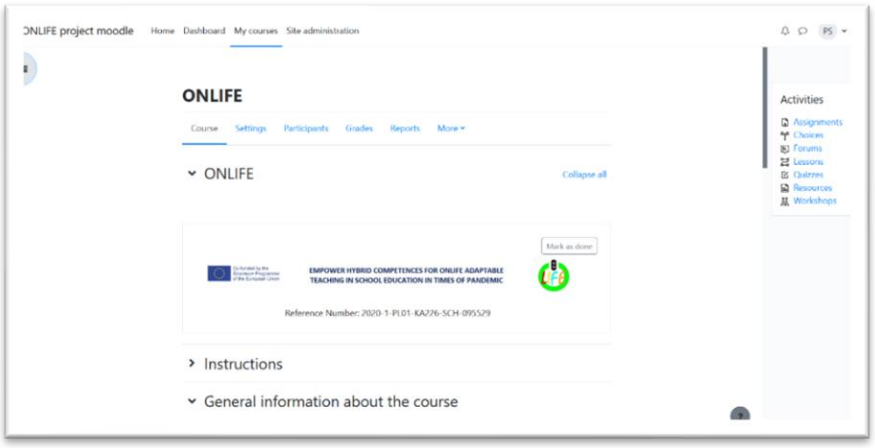
2. Learning Environment Architecture

The ONLIFE learning environment is based on the Moodle Learning Management System (LMS) which is considered as one of the best systems when it comes to **open-source learning** and **flexibility**. Moodle has safe and secure tools for creating customizable training programs. It possesses the main features required from LMS, i.e.

- Course management and simultaneous development based on a wide range of learning materials;
- User and group management including user's responsibilities and permission;
- Tools for monitoring activity and progress, reporting and analytics;
- Collaborative resources for online meetings, discussion, reminders and announcements, etc.;
- Security, permissions and integration with other LMS systems.

Many features can be extended or added by plugins for various kinds of content and collaborative tasks. It comes with built-in multilingual functionalities and multimedia integration. Moodle has Android and iOS mobile applications and can be integrated with Google Apps, Microsoft Office 365, NextCloud, etc.

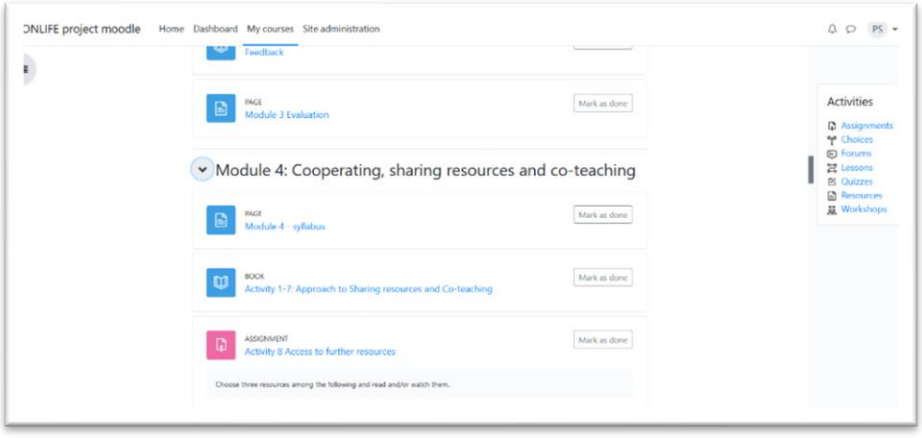
It is an open-source, popular learning tool used in many schools worldwide and can be hosted on an external (like MoodleCloud) or the owner's server.



The ONLIFE training program is divided into several modules containing carefully selected and prepared teaching content:

- Module 1: Introducing ONLIFE
- Module 2: Online training for learning with online learning environments
- Module 3: Digital Skills for online teaching
- Module 4: Cooperating, sharing resources and co-teaching
- Module 5: Online teaching strategies and relevant practices to enable student learning
- Module 6: Effective communication and collaboration using technology
- Module 7: Disruptive educational scenarios: how teachers adapt to find solutions
- Module 8: Teachers as future multipliers

Apart from learning materials, each module contains a syllabus introducing the module and its description, learning outcomes, and methodology.



Users might choose the modules according to their needs and mark each item of the module as "**done**" when completing it. Each module was internally evaluated by the other project partners.

The ONLIFE training environment is available here:
https://projectsmoodle.up.krakow.pl/course/view.php?id=3

3. ONLIFE Training Programme Overview

The ONLIFE Training Course was developed by the consortium, with each project partner assigned to develop a specific module based on their unique professional expertise. To facilitate this process, a comprehensive syllabus template was initially designed, which is provided below:

Teacher Training
Module # : Module Name

Module Name:	**Online training for learning with online learning environments**
Module Description:	*e.g. This module will train teachers/trainers on how to…*
Learning Outcomes: *Teacher/trainers following the completion of the module should be able to:*	e.g. *Teachers following the completion of the course should be able to:* *Understand and develop:* - - *Learn:* - - *Acknowledge and promote:* - - *etc.*
Targeted Competences: *The competences the teachers/trainers will acquire/enhance during this module are:*	*e.g. The context of this module will target the acquisition and/or enhancement of the following competences of the participants:* - - - *etc.*
Content, Resources and tools: *During the implementation of this module the following training content and resources will be used:*	*e.g. The following content will be used during the implementation of this module:* *- powerpoint presentation* - *And the following digital tools:* *- mentimeter* - *And the following resources:* *- DigiCompEdu (https://joint-research-centre.ec.europa.eu/digcompedu_en)*
Training Methodology and Approach	*e.g. During the course of the module the participants will engage in:* *- Presentation of information and open discussion*

The following training methodology/ies and/or approach/es will be utilised to implement the training:	*- Problem-based Training/Learning (PBL) through their engagement in hands-on team project activity* *etc.*
Description of the module activities:	**Module Activity 1 – *Activity Name*** *(e.g. Introduction to…)* *Description of the activity:* *Training Content:* *Resources, Tools:* **Module Activity 2 – *Activity Name*** *(e.g. From Theory to Practice…)* *Description of the activity:* *Estimated Time:* *Training Content:* *Resources, Tools:* **Module Activity 3 – *Activity Name*** *(e.g. Hands-on Collaborative Activity)* *Description of the activity:* *Estimated Time:* *Training Content:* *Resources, Tools:* **Module Activity 4** *(e.g. Evaluation of the accomplishment of the module's learning objectives)* *Description of the activity:* *Estimated Time:* *Training Content:* *Resources, Tools:*
Evaluation Method: *The learning outcomes and the acquisition and or enhancement of the targeted*	*e.g. The evaluation of the learning outcomes of this module will occur gradually through the course of the module adapted to the learning objectives of each training activity.* *More specifically:* *Introduction – through open discussion* *From practice to theory – using on-line tools (mentimeter)*

competence(s) will be evaluated using the following evaluation methods:	*Hands-on activity – through the observation of the presentation of the participants' team projects* *etc.*
Possible (future) extensions: *The instructor may extend the context of this module by:*	*e.g. The instructor may extend the context of this module by:* *Additional Hand-on Activity: Participants work in teams to prepare a presentation of a combination of on-line tools that will support students' self-regulated learning* *Follow-up project: The instructor may assign participants to work in teams on a project of developing a student classroom activity using the following digital tools to engage students in real-life problem-solving situations...* *etc.*

After the completion of the training module development phase, each partner conducted an evaluation of two modules developed by their counterparts. This provided a valuable opportunity for all partners to actively participate in co-evaluation and aimed to assess the effectiveness of the modules in achieving the predetermined learning objectives, as well as to identify areas that require improvement. The evaluation was conducted in accordance with established guidelines and criteria to ensure the consistency and fairness of the assessment. The results of the evaluations were shared among the partners to facilitate constructive feedback and enhance the quality of the training modules (ANNEXI).

Following the internal pilot testing, an external one took place. The external pilot testing of the ONLIFE course and accompanying modules was divided into two distinct phases. The first phase (Part 1) focused on assessing the functionality of the Moodle platform, which served as the primary delivery method for the course content. This included testing various features of the platform, such as the ease of navigation, accessibility, and responsiveness. The purpose of this phase was to ensure that the platform was user-friendly and reliable for the participants.

The second phase (Part 2) of the external pilot testing focused on evaluating the quality of the ONLIFE course and its accompanying modules. This phase aimed to assess the effectiveness of the course in achieving its learning objectives and to identify any areas that require improvement. The evaluation process involved subjecting the course and modules to rigorous scrutiny based on predetermined criteria and guidelines.

The results of the pilot testing were analyzed to provide valuable insights into the effectiveness of the ONLIFE course and to inform future improvements to the course content and platform functionality. The feedback received from the participants during the pilot testing phase was also used to enhance the quality of the course and improve the learning experience for future learners (ANNEXII).

4. Brief Overview of the ONLIFE Training Modules (EN)

By the fact, that the online learning environment is an OER = Open Educational Resource interested school leaders and teachers may actually have access to the online learning environment. The ONLIFE learning environment can be used by representatives of other sectors of the education system such as university professors dealing with online and blended learning, adult education providers as the digital pedagogies that will be delivered though the project will be actually necessary to update the competences and skills of all professional into the education world.

The course consists of 8 modules which can be completed in any order and there might be arbitrary interruptions between sessions in which the course is completed. There is self-assessment tool available which, based on a carefully prepared questionnaire and sophisticated evaluation algorithm, helps in an individualized manner to decide completing of which course modules is most desirable.

Module 1: Introducing ONLIFE

- Onlife is a term coined by Luciano Floridi to express our experiences with 'ever-increasing' pervasiveness of information and communication technologies in our lives.
- The use of information technologies impacts more and more of our daily activity - the way we shop, work, learn, care for our health, travel, entertain ourselves, conduct our relationships.
- It affects the way we interact with the worlds of law, finance, and politics.
- ICT has become a force which is transforming our realities.

4.2 Module 2: Online training for learning with online learning environments

- What is an Online Learning Environment?
- A learning environment with no physical location and in which the instructors and students are separated by space.
- This type of environment normally is housed within a learning management system (LMS) framework, that includes not only areas of information deposit for the learner's engagement, but also the additional instructional tools such as assignment submission and evaluation areas, grade interface, bulletin board discussions, chat sessions, small group areas, in-course private mail, and many online learning environments offer additional plug-in social learning resources such as video conferencing. This environment may be synchronous, asynchronous, or a mix of both synchronous and asynchronous experiences and engagements.

4.3 Module 3: Digital Skills for online teaching

- This online course module is designed to help educators develop the necessary digital skills to be successful in online teaching.
- It covers the essential principles of effective online teaching and introduces various digital tools and platforms commonly used in online education.
- Participants will learn how to organize ideas for teaching, support collaboration among students, create and interpret the results of online quizzes or questionnaires, collect students' opinions, and provide effective feedback to students. It utilizes a combination

of synchronous and asynchronous activities, including video material, interactive quizzes, and hands-on practice assignments.

4.4 Module 4: Cooperating, sharing resources and co-teaching

- The ability to collaborate effectively is essential for teachers and trainers to create engaging and interactive online learning experiences. This asynchronous online course module is designed to provide participants with the knowledge and skills necessary to develop and maintain successful collaborative relationships with other educators in an online environment.
- The module will introduce participants to the concept of cooperating, sharing resources, and co-teaching in online education through a series of self-paced lessons. Participants will explore the benefits of these approaches and learn how to effectively communicate and collaborate with other teachers and trainers to enhance the quality of online teaching and learning.
- Through a combination of video material, interactive exercises, and practical case studies, participants will develop collaborative skills and effective communication techniques. They will also explore various digital tools and platforms for collaborating and sharing resources, including cloud-based storage systems, project management tools, and online meeting platforms.
- The course module will also cover co-teaching strategies for online education, including how to divide teaching responsibilities, manage time, and provide feedback to each other. Participants will learn how to co-teach effectively in an online environment, and develop strategies for creating engaging and interactive online learning experiences for students.

4.5 Module 5: Online teaching strategies and relevant practices to enable student learning

- This course module is designed to equip teachers and trainers with effective online teaching strategies and practices that promote student learning and engagement in online learning environments. The module will explore the unique challenges and opportunities presented by online teaching, and provide practical guidance on how to create engaging and effective online learning experiences.
- The module will begin by introducing participants to the key principles of online teaching and learning, and the challenges and opportunities presented by teaching in an online environment. Participants will explore strategies for creating engaging and interactive online learning experiences, and develop techniques for assessing student learning in an online environment.
- Participants will develop skills in online teaching techniques, including facilitating discussions, creating effective online assessments, and using multimedia to enhance student engagement. They will also explore strategies for promoting student motivation and self-regulated learning in online environments.
- The course module will also cover best practices for creating accessible online learning experiences, including how to design online materials that are accessible to students with disabilities. Participants will learn how to use digital tools and technologies to support and enhance student learning, and explore strategies for fostering an inclusive and collaborative online learning community.

4.6 Module 6: Effective communication and collaboration using technology

- This module will train teachers/trainers on how to use new technologies to establish effective and efficient communication. Effective and efficient communication is essential for any organization. Employees and their managers must have good communication skills in order to improve the organization's productivity and promote higher performance. The aim is to ensure that all processes are carried out perfectly and, to this end, communication plays a key role in order to be able to send and receive messages correctly.
- Participants will explore various digital tools and technologies that facilitate effective communication and collaboration, and develop strategies for using these tools to enhance online teaching and learning. Participants will develop skills in using digital tools and technologies to support collaboration and teamwork. They will explore strategies for managing group work in online environments, including how to use project management tools and collaborative document editing tools to facilitate effective collaboration.
- The course module will also cover best practices for creating and sharing digital resources, including how to use cloud-based storage systems and online sharing platforms to share resources with students and colleagues. Participants will learn how to use digital tools to provide feedback and assessment in online environments, and explore strategies for managing online meetings and webinars.

4.7 Module 7: Disruptive educational scenarios: how teachers adapt to find solutions

- The objective of this module is to introduce the concept of disruptive learning, especially in the context of situations such as COVID-19 and other potential threats. For these situations we will look at the potential of the digital school in the cloud. The module will examine the impact of technology on education, the changing needs of students, and other disruptive forces that affect the educational landscape.
- Participants will explore different disruptive scenarios and examine how they have affected education in the past. They will also learn about the latest trends and developments in educational technology, and how these tools can be leveraged to improve the learning experience for students.
- We will study the need for digital leadership to confront these situations in the new digital school, and what competencies in different domains are necessary for this. Finally, a small intervention project will be designed for a situation, or a problem where the center, in collaboration with different actors (parents, educational policy makers, experts) will raise step by step a reasoned proposal. Finally, the process and the potential milestones to be achieved will be reflected upon.

4.8 Module 8: Teachers as future multipliers

- The final module in this asynchronous online course is dedicated to equipping teachers with the competencies and skills needed to promote and raise awareness of the ONLIFE project. Through a combination of readings and practical exercises, participants will learn how to become multipliers of the ONLIFE approach to other peers, including school teachers, education leaders, and other stakeholders at local, regional, and international levels.
- The module will begin with an overview of the ONLIFE project and its objectives, as well as the role of teachers as multipliers. Participants will explore different communication strategies and tools that can be used to effectively promote the ONLIFE approach to different audiences, including social media, newsletters, presentations, and workshops.

- Participants will also learn how to adapt the ONLIFE approach to different contexts and audiences, and how to address common misconceptions and concerns. They will explore different approaches to stakeholder engagement, and learn how to build coalitions and partnerships to advance the ONLIFE vision.
- Through a combination of case studies and practical exercises, participants will develop a toolkit for promoting the ONLIFE approach and raising awareness of the project. They will also learn how to measure the impact of their outreach efforts and adjust their strategies accordingly.
- Finally, the module will emphasize the importance of ongoing collaboration and community building among teachers and other stakeholders. Participants will learn how to build and maintain networks of multipliers, and how to leverage these networks to advance the ONLIFE vision.

Summary

The course is designed to enhance digital competencies and knowledge of online pedagogy among project participants and the direct target group. The course has potential for transferability to other sectors of the education system, such as adult education providers and university professors dealing with online and blended learning, as the digital pedagogies delivered through the project would be necessary to update the competencies and skills of all professionals in the education world.

4. Krótki przegląd modułów szkoleniowych ONLIFE (PL)

Dzięki temu, że środowisko nauki online jest OZE (Otwarty Zasób Edukacyjny), zainteresowani dyrektorzy szkół i nauczyciele mogą faktycznie mieć dostęp do środowiska nauki online. Środowisko uczenia się ONLIFE może być wykorzystywane przez przedstawicieli innych sektorów systemu edukacji, takich jak profesorowie uczelni zajmujący się nauczaniem online, zdalnym nauczaniem i nauczaniem mieszanym, organizatorzy kształcenia dla dorosłych jako pedagogiki cyfrowe, które będą realizowane. Wyniki projektu są pomocne w aktualizacji kompetencji i umiejętności wszystkich profesjonalistów w świecie edukacji.

Kurs składa się z 8 modułów, które można realizować w dowolnej kolejności, a pomiędzy sesjami, w których kurs jest realizowany, mogą wystąpić dowolne przerwy. Dostępne jest narzędzie do samooceny, które w oparciu o starannie przygotowany kwestionariusz i wyrafinowany algorytm oceny pomaga w zindywidualizowany sposób ocenić, które moduły kursu mogą być najbardziej pomocne.

4.1 Moduł 1: Wprowadzenie ONLIFE

- Onlife to termin wykuty przez Luciano Floridi, aby wyrazić nasze doświadczenia ze stale rosnącą wszechobecnością technologii informacyjno-komunikacyjnych w naszym życiu.
- Korzystanie z technologii informatycznych wpływa na coraz większą część naszej codziennej aktywności – na to, jak robimy zakupy, pracujemy, uczymy się, dbamy o zdrowie, podróżujemy, bawimy się, prowadzimy nasze relacje.
- Wpływa na sposób, w jaki wchodzimy w interakcje ze światem prawa, finansów i polityki.
- Technologie informacyjno-komunikacyjne stały się siłą, która zmienia naszą rzeczywistość.

4.2 Moduł 2: Szkolenie online do nauki w środowiskach uczenia się online

- Co to jest środowisko nauki online?
- Środowisko uczenia się bez fizycznej lokalizacji, w którym instruktorzy i uczniowie nie muszą znajdować się w tej samej przestrzeni.
- Ten typ środowiska zwykle jest składową systemu zarządzania nauczaniem (LMS), który obejmuje nie tylko obszary depozytu informacji dla zaangażowania ucznia, ale także dodatkowe narzędzia instruktażowe, takie jak obszary przesyłania i oceny zadań, interfejs ocen, dyskusje na tablicy ogłoszeń, sesje czatu, strefy spotkań małych grup, prywatną pocztę w trakcie kursu. Wiele środowisk do nauki online oferuje dodatkowe zasoby społecznościowe do nauki, takie jak wideokonferencje. To środowisko może być synchroniczne, asynchroniczne lub być mieszanką synchronicznych i asynchronicznych doświadczeń i zaangażowania.

4.3 Moduł 3: Umiejętności cyfrowe w nauczaniu online

- Ten moduł kursu online ma pomóc nauczycielom w rozwijaniu umiejętności cyfrowych niezbędnych do odniesienia sukcesu w nauczaniu online.
- Obejmuje podstawowe zasady skutecznego nauczania online i przedstawia różne narzędzia i platformy cyfrowe powszechnie używane w edukacji online. Uczestnicy dowiedzą się, jak organizować różne idee nauczania, wspierać współpracę między uczniami, tworzyć i interpretować wyniki quizów lub ankiet online, zbierać opinie uczniów i skutecznie przekazywać studentom informację zwrotną.
- Wykorzystuje kombinację działań synchronicznych i asynchronicznych, w tym materiały wideo, interaktywne quizy i zadania praktyczne.

4.4 Moduł 4: Współpraca, dzielenie się zasobami i wspólne nauczanie

- Zdolność do efektywnej współpracy jest niezbędna dla nauczycieli i trenerów do tworzenia wciągających i interaktywnych doświadczeń edukacyjnych online. Ten asynchroniczny moduł kursu online ma na celu dostarczenie uczestnikom wiedzy i umiejętności niezbędnych do rozwijania i utrzymywania udanych relacji współpracy z innymi nauczycielami w środowisku online.
- Moduł wprowadza uczestników w koncepcję współpracy, dzielenia się zasobami i wspólnego nauczania w edukacji online poprzez serię lekcji we własnym tempie. Uczestnicy poznają korzyści płynące z tych podejść i dowiedzą się, jak skutecznie komunikować się i współpracować z innymi nauczycielami i trenerami, aby poprawić jakość nauczania i uczenia się online.
- Dzięki połączeniu materiałów wideo, interaktywnych ćwiczeń i praktycznych studiów przypadku uczestnicy rozwiną umiejętności współpracy i skuteczne techniki komunikacji. Zbadają również różne narzędzia i platformy cyfrowe do współpracy i udostępniania zasobów, w tym systemy pamięci masowej w chmurze, narzędzia do zarządzania projektami i platformy spotkań online.
- Moduł kursu obejmie również strategie wspólnego nauczania w edukacji online, w tym jak dzielić obowiązki nauczania między kilka osób, zarządzać czasem i przekazywać sobie nawzajem informacje zwrotne. Uczestnicy nauczą się, jak skutecznie współpracować w środowisku online i opracują strategie tworzenia angażujących i interaktywnych doświadczeń edukacyjnych online dla uczniów.

4.5 Moduł 5: Strategie nauczania online i odpowiednie praktyki umożliwiające uczniom naukę

- Ten moduł kursu ma na celu wyposażenie nauczycieli i trenerów w skuteczne strategie i praktyki nauczania online, które promują uczenie się uczniów i zaangażowanie w środowiskach uczenia się online. Moduł będzie badał wyjątkowe wyzwania i możliwości związane z nauczaniem online oraz zapewni praktyczne wskazówki, jak tworzyć angażujące i skuteczne doświadczenia edukacyjne online.
- Moduł rozpocznie się od przedstawienia uczestnikom kluczowych zasad nauczania i uczenia się online oraz wyzwań i możliwości, jakie stwarza nauczanie w środowisku online. Uczestnicy zbadają strategie tworzenia angażujących i interaktywnych doświadczeń edukacyjnych online oraz opracują techniki oceny uczenia się uczniów w środowisku online.
- Uczestnicy rozwiną umiejętności w zakresie technik nauczania online, w tym prowadzenia dyskusji, tworzenia skutecznych ocen online i korzystania z multimediów w celu zwiększenia zaangażowania uczniów. Zbadają również strategie promowania motywacji uczniów oraz samoregulacji uczenia się w środowiskach internetowych.
- Moduł kursu obejmie również najlepsze praktyki tworzenia dostępnych doświadczeń edukacyjnych online, w tym jak projektować materiały online, które są dostępne dla uczniów niepełnosprawnych. Uczestnicy dowiedzą się, jak korzystać z narzędzi i technologii cyfrowych w celu wspierania i ulepszania uczenia się uczniów oraz zbadają strategie wspierania integracyjnej i opartej na współpracy społeczności uczącej się online.

4.6 Moduł 6: Efektywna komunikacja i współpraca z wykorzystaniem technologii

- Ten moduł przeszkoli nauczycieli/trenerów w zakresie korzystania z nowych technologii w celu nawiązania skutecznej i wydajnej komunikacji. Efektywna i wydajna komunikacja jest niezbędna dla każdej organizacji. Pracownicy i ich menedżerowie muszą mieć dobre umiejętności komunikacyjne, aby poprawić produktywność organizacji i promować wyższą wydajność. Celem jest zapewnienie perfekcyjnego przebiegu wszystkich procesów i w tym celu komunikacja odgrywa kluczową rolę, aby móc poprawnie wysyłać i odbierać wiadomości.
- Uczestnicy zapoznają się z różnymi narzędziami i technologiami cyfrowymi, które ułatwiają efektywną komunikację i współpracę, a także opracują strategie wykorzystania tych narzędzi w celu usprawnienia nauczania i uczenia się online. Uczestnicy rozwiną umiejętności korzystania z cyfrowych narzędzi i technologii wspierających współpracę i pracę zespołową. Zbadają strategie zarządzania pracą grupową w środowiskach online, w tym sposoby korzystania z narzędzi do zarządzania projektami i narzędzi do wspólnej edycji dokumentów w celu ułatwienia efektywnej współpracy.
- Moduł kursu obejmie również najlepsze praktyki tworzenia i udostępniania zasobów cyfrowych, w tym sposoby korzystania z systemów pamięci masowej w chmurze i platform udostępniania online w celu udostępniania zasobów studentom i współpracownikom. Uczestnicy dowiedzą się, jak korzystać z narzędzi cyfrowych do przekazywania informacji zwrotnych i oceny w środowiskach internetowych oraz poznają strategie zarządzania spotkaniami i seminariami internetowymi.

4.7 Moduł 7: Przełomowe scenariusze edukacyjne: jak nauczyciele dostosowują się, aby znaleźć rozwiązania

- Celem tego modułu jest wprowadzenie koncepcji przełomowego uczenia się, szczególnie w kontekście sytuacji takich jak COVID-19 i innych potencjalnych zagrożeń. W takich

sytuacjach przyjrzymy się potencjałowi cyfrowej szkoły w chmurze. Moduł zbada wpływ technologii na edukację, zmieniające się potrzeby uczniów i inne destrukcyjne siły, które wpływają na krajobraz edukacyjny.

- Uczestnicy przeanalizują różne destrukcyjne scenariusze i zbadają, w jaki sposób wpłynęły one na edukację w przeszłości. Dowiedzą się również o najnowszych trendach i osiągnięciach w technologii edukacyjnej oraz o tym, jak można wykorzystać te narzędzia, aby poprawić doświadczenie edukacyjne uczniów.
- Zbadamy potrzebę cyfrowego przywództwa, aby stawić czoła tym sytuacjom w nowej cyfrowej szkole i jakie kompetencje w różnych domenach są do tego niezbędne. Wreszcie, mały projekt interwencyjny zostanie opracowany dla sytuacji lub problemu, w którym ośrodek we współpracy z różnymi podmiotami (rodzicami, decydentami edukacyjnymi, ekspertami) przedstawi krok po kroku uzasadnioną propozycję. Na koniec rozważymy proces i potencjalne kamienie milowe, które należy osiągnąć.

4.8 Moduł 8: Nauczyciele jako propagatorzy wiedzy w przyszłości

- Ostatni moduł tego asynchronicznego kursu online jest poświęcony wyposażeniu nauczycieli
  w kompetencje i umiejętności potrzebne do promowania i podnoszenia świadomości na temat projektu ONLIFE. Dzięki połączeniu lektur i ćwiczeń praktycznych uczestnicy dowiedzą się, jak stać się propagatorami podejścia ONLIFE dla innych uczestników systemu edukacji, w tym nauczycieli szkolnych, liderów edukacyjnych i innych interesariuszy na poziomie lokalnym, regionalnym i międzynarodowym.
- Moduł rozpocznie się od przeglądu projektu ONLIFE i jego celów, a także roli nauczycieli jako multiplikatorów. Uczestnicy zapoznają się z różnymi strategiami komunikacyjnymi i narzędziami, które można wykorzystać do skutecznego promowania podejścia ONLIFE wśród różnych odbiorców, w tym mediów społecznościowych, biuletynów, prezentacji i warsztatów.
- Uczestnicy dowiedzą się również, jak dostosować podejście ONLIFE do różnych kontekstów
  i odbiorców oraz jak odnieść się do powszechnych nieporozumień i obaw. Zbadają różne podejścia do zaangażowania interesariuszy i dowiedzą się, jak budować koalicje i partnerstwa, aby rozwijać wizję ONLIFE.
- Poprzez połączenie studiów przypadku i ćwiczeń praktycznych uczestnicy opracują zestaw narzędzi do promowania podejścia ONLIFE i podnoszenia świadomości na temat projektu. Nauczą się również, jak mierzyć wpływ swoich działań informacyjnych i odpowiednio dostosowywać swoje strategie.
- Wreszcie, moduł będzie podkreślał znaczenie ciągłej współpracy i budowania społeczności wśród nauczycieli i innych interesariuszy. Uczestnicy dowiedzą się, jak budować i utrzymywać sieci mnożników oraz jak wykorzystywać te sieci, aby rozwijać wizję ONLIFE.

Podsumowanie

Kurs ma na celu podniesienie kompetencji cyfrowych i wiedzy z zakresu pedagogiki online wśród uczestników projektu oraz bezpośredniej grupy docelowej. Kurs może zostać przeniesiony do innych sektorów systemu edukacji, takich jak instytucje kształcenia dorosłych i profesorowie uniwersyteccy zajmujący się nauczaniem online i mieszanym, ponieważ pedagogika cyfrowa dostarczona w ramach projektu byłaby niezbędna do aktualizacji kompetencji i umiejętności wszystkich specjalistów w świecie edukacji.

4. Breve panoramica dei moduli formativi ONLIFE (IT)

Grazie al fatto che l'ambiente di apprendimento online è una OER = Open Educational Resource (risorsa educativa aperta), i dirigenti scolastici e gli insegnanti interessati possono effettivamente avere accesso all'ambiente di apprendimento online. L'ambiente di apprendimento ONLIFE può essere utilizzato da rappresentanti di altri settori del sistema educativo, come i professori universitari che si occupano di apprendimento online e misto, gli operatori dell'educazione degli adulti, poiché le pedagogie digitali che saranno fornite attraverso il progetto saranno effettivamente necessarie per aggiornare le competenze e le abilità di tutti i professionisti del mondo dell'istruzione.

Il corso è composto da 8 moduli che possono essere completati in qualsiasi ordine e possono esserci interruzioni arbitrarie tra le sessioni in cui il corso viene completato. È disponibile uno strumento di autovalutazione che, sulla base di un questionario accuratamente preparato e di un sofisticato algoritmo di valutazione, aiuta a decidere in modo personalizzato quali moduli del corso è più opportuno completare.

4.1 Modulo 1: Presentazione di ONLIFE

- Onlife è un termine coniato da Luciano Floridi per esprimere la nostra esperienza con la "crescente" pervasività delle tecnologie dell'informazione e della comunicazione nella nostra vita.
- L'uso delle tecnologie informatiche ha un impatto sempre maggiore sulle nostre attività quotidiane: il modo in cui facciamo acquisti, lavoriamo, impariamo, ci prendiamo cura della nostra salute, viaggiamo, ci intratteniamo, conduciamo le nostre relazioni.
- Influisce sul modo in cui interagiamo con il mondo della legge, della finanza e della politica.
- Le TIC sono diventate una forza che sta trasformando le nostre realtà.

4.2 Modulo 2: Formazione online per l'apprendimento con ambienti di apprendimento online

- Che cos'è un ambiente di apprendimento online?
- Un ambiente di apprendimento senza una sede fisica e in cui gli istruttori e gli studenti sono separati dallo spazio.
- Questo tipo di ambiente è normalmente ospitato all'interno di un sistema di gestione dell'apprendimento (LMS), che comprende non solo le aree di deposito delle informazioni per l'impegno del discente, ma anche gli strumenti didattici aggiuntivi, come le aree di presentazione e valutazione dei compiti, l'interfaccia dei voti, le discussioni in bacheca, le sessioni di chat, le aree per i piccoli gruppi, la posta privata durante il corso, e molti ambienti di apprendimento online offrono ulteriori risorse di apprendimento sociale plug-in, come le videoconferenze. Questo ambiente può essere sincrono, asincrono o un mix di esperienze e impegni sia sincroni che asincroni.

4.3 Modulo 3: Competenze digitali per l'insegnamento online

- Questo modulo del corso online è stato progettato per aiutare gli educatori a sviluppare le competenze digitali necessarie per avere successo nell'insegnamento online.
- Copre i principi essenziali di un insegnamento online efficace e introduce vari strumenti e piattaforme digitali comunemente utilizzati nella didattica online.

- I partecipanti impareranno a organizzare le idee per l'insegnamento, a sostenere la collaborazione tra gli studenti, a creare e interpretare i risultati di quiz o questionari online, a raccogliere le opinioni degli studenti e a fornire un feedback efficace agli studenti. Il corso utilizza una combinazione di attività sincrone e asincrone, tra cui materiale video, quiz interattivi ed esercizi pratici.

4.4 Modulo 4: Cooperazione, condivisione delle risorse e co-docenza

- La capacità di collaborare efficacemente è essenziale per gli insegnanti e i formatori per creare esperienze di apprendimento online coinvolgenti e interattive. Questo modulo di corso online asincrono è stato progettato per fornire ai partecipanti le conoscenze e le competenze necessarie per sviluppare e mantenere relazioni per collaborare con successo con altri educatori in un ambiente online.
- Il modulo introdurrà i partecipanti al concetto di cooperazione, condivisione delle risorse e co-docenza nella formazione online attraverso una serie di lezioni autogestite. I partecipanti esploreranno i vantaggi di questi approcci e impareranno a comunicare e collaborare efficacemente con altri insegnanti e formatori per migliorare la qualità dell'insegnamento e dell'apprendimento online.
- Attraverso una combinazione di materiale video, esercizi interattivi e casi di studio pratici, i partecipanti svilupperanno capacità di collaborazione e tecniche di comunicazione efficaci. Esploreranno inoltre vari strumenti e piattaforme digitali per la collaborazione e la condivisione delle risorse, tra cui sistemi di archiviazione basati su Cloud, strumenti di gestione dei progetti e piattaforme per riunioni online.
- Il modulo del corso tratterà anche le strategie di co-docenza per l'istruzione online, tra cui come dividere le responsabilità di insegnamento, gestire il tempo e fornire un feedback reciproco. I partecipanti impareranno a co-documentare efficacemente in un ambiente online e a sviluppare strategie per creare esperienze di apprendimento online coinvolgenti e interattive per gli studenti.

4.5 Modulo 5: Strategie di insegnamento online e buone pratiche per consentire l'apprendimento degli studenti

- Questo modulo del corso è stato progettato per fornire a insegnanti e formatori strategie e pratiche di insegnamento online efficaci che promuovono l'apprendimento e il coinvolgimento degli studenti negli ambienti di apprendimento online. Il modulo esplorerà le sfide e le opportunità uniche presentate dall'insegnamento online e fornirà indicazioni pratiche su come creare esperienze di apprendimento online coinvolgenti ed efficaci.
- Il modulo inizierà introducendo i partecipanti ai principi chiave dell'insegnamento e dell'apprendimento online, nonché alle sfide e alle opportunità presentate dall'insegnamento in un ambiente online. I partecipanti esploreranno le strategie per creare esperienze di apprendimento online coinvolgenti e interattive e svilupperanno tecniche per valutare l'apprendimento degli studenti in un ambiente online.
- I partecipanti svilupperanno competenze nelle tecniche di insegnamento online, tra cui la facilitazione delle discussioni, la creazione di valutazioni online efficaci e l'utilizzo di strumenti multimediali per migliorare il coinvolgimento degli studenti. Esploreranno inoltre le strategie per promuovere la motivazione degli studenti e l'apprendimento autoregolato negli ambienti online.

- Il modulo del corso tratterà anche le migliori pratiche per la creazione di esperienze di apprendimento online accessibili, compreso come progettare materiali didattici accessibili agli studenti con disabilità. I partecipanti impareranno a utilizzare gli strumenti e le tecnologie digitali per sostenere e migliorare l'apprendimento degli studenti ed esploreranno le strategie per promuovere una comunità di apprendimento online inclusiva e collaborativa.

4.6 Modulo 6: Comunicazione e collaborazione efficaci tramite le nuove tecnologie

- Questo modulo formerà gli insegnanti/formatori su come utilizzare le nuove tecnologie per stabilire una comunicazione efficace ed efficiente. Una comunicazione efficace ed efficiente è essenziale per qualsiasi organizzazione. I dipendenti e i loro manager devono avere buone capacità di comunicazione per migliorare la produttività dell'organizzazione e promuovere prestazioni più elevate. L'obiettivo è garantire che tutti i processi si svolgano perfettamente e, a tal fine, la comunicazione gioca un ruolo fondamentale per poter inviare e ricevere correttamente i messaggi.
- I partecipanti esploreranno vari strumenti e tecnologie digitali che facilitano comunicazione e collaborazione efficaci e svilupperanno strategie per l'utilizzo di questi strumenti per migliorare l'insegnamento e l'apprendimento online. I partecipanti svilupperanno competenze nell'uso di strumenti e tecnologie digitali per supportare la collaborazione e il lavoro di gruppo. Esploreranno le strategie per gestire il lavoro di gruppo in ambienti online, compreso l'utilizzo di strumenti di gestione dei progetti e di strumenti di editing di documenti collaborativi per facilitare una collaborazione efficace.
- Il modulo del corso tratterà anche le migliori pratiche per la creazione e la condivisione di risorse digitali, compreso l'utilizzo di sistemi di archiviazione basati su cloud e piattaforme di condivisione online per condividere le risorse con studenti e colleghi. I partecipanti apprenderanno come utilizzare gli strumenti digitali per fornire feedback e valutazioni in ambienti online ed esploreranno le strategie per gestire riunioni e seminari online.

4.7 Modulo 7: Scenari educativi dirompenti: come gli insegnanti si adattano a trovare soluzioni

- L'obiettivo di questo modulo è introdurre il concetto di apprendimento dirompente, soprattutto nel contesto di situazioni come il COVID-19 e altre potenziali minacce. Per queste situazioni esamineremo il potenziale della scuola digitale nel cloud. Il modulo esaminerà l'impatto della tecnologia sull'istruzione, le mutevoli esigenze degli studenti e altre forze dirompenti che influenzano il panorama educativo.
- I partecipanti esploreranno diversi scenari ‘estremi’ ed esamineranno come hanno influenzato l'istruzione in passato. Scopriranno inoltre le ultime tendenze e gli sviluppi della tecnologia educativa e come questi strumenti possano essere sfruttati per migliorare l'esperienza di apprendimento degli studenti.
- Studieremo la necessità di una leadership digitale per affrontare queste situazioni nella nuova scuola digitale e quali competenze in diversi ambiti sono necessarie a tal fine. Infine, verrà elaborato un piccolo progetto di intervento per una situazione o un problema in cui il centro, in collaborazione con diversi attori (genitori, responsabili delle politiche educative, esperti), avanzerà passo dopo passo una proposta motivata. Infine, si rifletterà sul processo e sulle potenziali tappe da raggiungere.

4.8 Modulo 8: Gli insegnanti come moltiplicatori di futuro

- Il modulo finale di questo corso online asincrono è dedicato a fornire agli insegnanti le competenze e le abilità necessarie per promuovere e far conoscere il progetto ONLIFE. Attraverso una combinazione di letture ed esercizi pratici, i partecipanti impareranno a diventare moltiplicatori dell'approccio ONLIFE presso altri colleghi, tra cui insegnanti, dirigenti scolastici e altri soggetti interessati a livello locale, regionale e internazionale.
- Il modulo inizierà con una panoramica del progetto ONLIFE e dei suoi obiettivi, nonché del ruolo degli insegnanti come moltiplicatori. I partecipanti esploreranno diverse strategie e strumenti di comunicazione che possono essere utilizzati per promuovere efficacemente l'approccio ONLIFE a diversi pubblici, tra cui social media, newsletter, presentazioni e workshop.
- I partecipanti impareranno anche come adattare l'approccio dell'ONLIFE a contesti e pubblici diversi e come affrontare le idee sbagliate e le preoccupazioni più comuni. Esploreranno diversi approcci al coinvolgimento degli stakeholder e impareranno a costruire coalizioni e partnership per promuovere la visione dell'ONLIFE.
- Attraverso una combinazione di casi di studio ed esercizi pratici, i partecipanti svilupperanno un kit di strumenti per promuovere l'approccio ONLIFE e far conoscere il progetto. Impareranno inoltre a misurare l'impatto dei loro sforzi di sensibilizzazione e a modificare di conseguenza le loro strategie.
- Infine, il modulo sottolineerà l'importanza della collaborazione continua e della creazione di una comunità tra insegnanti e altre parti interessate. I partecipanti impareranno come costruire e mantenere reti di moltiplicatori e come sfruttare queste reti per portare avanti la visione ONLIFE.

Conclusione

Il corso è stato progettato per migliorare le competenze digitali e la conoscenza della pedagogia online tra i partecipanti al progetto e il gruppo target di riferimento. Il corso ha un potenziale di trasferibilità ad altri settori del sistema educativo, come gli educatori per adulti e i professori universitari che si occupano di apprendimento online e misto, poiché le pedagogie digitali fornite attraverso il progetto sarebbero necessarie per aggiornare le competenze e le abilità di tutti i professionisti del mondo dell'istruzione.

4. Bref aperçu des modules de formation ONLIFE (FR)

Par le fait que l'environnement d'apprentissage en ligne est une OER = « Open Educational Resource », les chefs d'établissement et les enseignants intéressés peuvent effectivement avoir accès à l'environnement d'apprentissage en ligne. L'environnement d'apprentissage ONLIFE peut être utilisé par des représentants d'autres secteurs du système éducatif tels que des professeurs d'université traitant de l'apprentissage en ligne et mixte, des prestataires d'éducation des adultes car les pédagogies numériques qui seront dispensées bien que le projet soient réellement nécessaires pour mettre à jour les compétences et les compétences de tous les professionnels du monde de l'éducation.

Le cours se compose de 8 modules qui peuvent être complétés dans n'importe quel ordre et il peut y avoir des interruptions arbitraires entre les sessions au cours desquelles le cours est

terminé. Il existe un outil d'auto-évaluation disponible qui, basé sur un questionnaire soigneusement préparé et un algorithme d'évaluation sophistiqué, aide de manière individualisée à décider de la réalisation des modules de cours les plus souhaitables.

4.1 Module 1: Présentation d'ONLIFE

- Onlife est un terme inventé par Luciano Floridi pour exprimer nos expériences avec l'omniprésence « sans cesse croissante » des technologies de l'information et de la communication dans nos vies.
- L'utilisation des technologies de l'information impacte de plus en plus notre activité quotidienne - la façon dont nous magasinons, travaillons, apprenons, prenons soin de notre santé, voyageons, nous divertissons, menons nos relations.
- Cela affecte la façon dont nous interagissons avec les mondes du droit, de la finance et de la politique.
- Les TIC sont devenues une force qui transforme nos réalités.

4.2 Module 2: Formation en ligne pour apprendre avec des environnements d'apprentissage en ligne

- Qu'est-ce qu'un environnement d'apprentissage en ligne ?
- C'est un environnement d'apprentissage sans emplacement physique et dans lequel les instructeurs et les étudiants sont séparés par l'espace.
- Ce type d'environnement est normalement hébergé dans un cadre de Système de Gestion de l'Apprentissage (SGA), qui comprend non seulement des zones de dépôt d'informations pour l'engagement de l'apprenant, mais également des outils pédagogiques supplémentaires tels que les zones de soumission et d'évaluation des devoirs, l'interface de notation, les discussions du tableau d'affichage, les sessions de « chat », les zones en petits groupes, le courrier privé en cours et de nombreux environnements d'apprentissage en ligne offrent des ressources d'apprentissage social plug-in supplémentaires telles que la vidéoconférence. Cet environnement peut être synchrone, asynchrone ou un mélange d'expériences et d'engagements synchrones et asynchrones.

4.3 Module 3: Compétences numériques pour l'enseignement en ligne

- Ce module est conçu pour aider les éducateurs à développer les compétences numériques nécessaires pour réussir dans l'enseignement en ligne.
- Il couvre les principes essentiels d'un enseignement en ligne efficace et présente divers outils et plateformes numériques couramment utilisés dans l'enseignement en ligne.
- Les participants apprendront à organiser des idées d'enseignement, à soutenir la collaboration entre les étudiants, à créer et à interpréter les résultats de quiz ou de questionnaires en ligne, à recueillir les opinions des étudiants et à fournir une rétroaction efficace aux étudiants. Il utilise une combinaison d'activités synchrones et asynchrones, y compris du matériel vidéo, des quiz interactifs et des exercices pratiques.

4.4 Module 4: Coopérer, partager les ressources et co-enseigner

- La capacité à collaborer efficacement est essentielle pour les enseignants et les formateurs afin de créer des expériences d'apprentissage en ligne attrayantes et interactives. Ce module de cours en ligne asynchrone est conçu pour fournir aux participants les connaissances et les compétences nécessaires pour développer et

maintenir des relations de collaboration fructueuses avec d'autres éducateurs dans un environnement en ligne.

- Le module présentera aux participants le concept de coopération, de partage de ressources et de co-enseignement dans l'éducation en ligne à travers une série de leçons à votre rythme. Les participants exploreront les avantages de ces approches et apprendront comment communiquer et collaborer efficacement avec d'autres enseignants et formateurs pour améliorer la qualité de l'enseignement et de l'apprentissage en ligne.
- Grâce à une combinaison de matériel vidéo, d'exercices interactifs et d'études de cas pratiques, les participants développeront des compétences collaboratives et des techniques de communication efficaces. Ils exploreront également divers outils et plates-formes numériques pour collaborer et partager des ressources, notamment des systèmes de stockage basés sur le cloud, des outils de gestion de projet et des plates-formes de réunion en ligne.
- Le module couvrira également les stratégies de co-enseignement pour l'éducation en ligne, y compris la façon de répartir les responsabilités d'enseignement, de gérer le temps et de se faire part de leurs commentaires. Les participants apprendront comment coenseigner efficacement dans un environnement en ligne et développeront des stratégies pour créer des expériences d'apprentissage en ligne engageantes et interactives pour les étudiants.

4.5 Module 5: Stratégies d'enseignement en ligne et pratiques pertinentes pour permettre l'apprentissage des élèves

- Ce module est conçu pour doter les enseignants et les formateurs de stratégies et de pratiques d'enseignement en ligne efficaces qui favorisent l'apprentissage et l'engagement des élèves dans les environnements d'apprentissage en ligne. Le module explorera les défis et les opportunités uniques présentés par l'enseignement en ligne et fournira des conseils pratiques sur la façon de créer des expériences d'apprentissage en ligne engageantes et efficaces.
- Le module commencera par présenter aux participants les principes clés de l'enseignement et de l'apprentissage en ligne, ainsi que les défis et les opportunités présentés par l'enseignement dans un environnement en ligne. Les participants exploreront des stratégies pour créer des expériences d'apprentissage en ligne engageantes et interactives et développeront des techniques pour évaluer l'apprentissage des élèves dans un environnement en ligne.
- Les participants développeront des compétences dans les techniques d'enseignement en ligne, notamment en facilitant les discussions, en créant des évaluations en ligne efficaces et en utilisant le multimédia pour améliorer l'engagement des étudiants. Ils exploreront également des stratégies pour promouvoir la motivation des étudiants et l'apprentissage autorégulé dans des environnements en ligne.
- Le module couvrira également les meilleures pratiques pour créer des expériences d'apprentissage en ligne accessibles, y compris la façon de concevoir du matériel en ligne accessible aux étudiants handicapés. Les participants apprendront à utiliser les outils et technologies numériques pour soutenir et améliorer l'apprentissage des élèves, et exploreront des stratégies pour favoriser une communauté d'apprentissage en ligne inclusive et collaborative.

4.6 Module 6: Communication et collaboration efficaces à l'aide de la technologie

- Ce module formera les enseignants/formateurs sur la façon d'utiliser les nouvelles technologies pour établir une communication efficace et efficiente. Une communication efficace et efficiente est essentielle pour toute organisation. Les employés et leurs gestionnaires doivent avoir de bonnes habiletés de communication afin d'améliorer la productivité de l'organisation et de favoriser une meilleure performance. L'objectif est de s'assurer que tous les processus se déroulent parfaitement et, à cette fin, la communication joue un rôle clé afin de pouvoir envoyer et recevoir correctement les messages.
- Les participants exploreront divers outils et technologies numériques qui facilitent une communication et une collaboration efficaces, et développeront des stratégies d'utilisation de ces outils pour améliorer l'enseignement et l'apprentissage en ligne. Les participants développeront des compétences dans l'utilisation d'outils et de technologies numériques pour soutenir la collaboration et le travail d'équipe. Ils exploreront des stratégies pour gérer le travail de groupe dans des environnements en ligne, y compris comment utiliser des outils de gestion de projet et des outils d'édition de documents collaboratifs pour faciliter une collaboration efficace.
- Le module couvrira également les meilleures pratiques pour créer et partager des ressources numériques, y compris comment utiliser des systèmes de stockage basés sur le cloud et des plateformes de partage en ligne pour partager des ressources avec des étudiants et des collègues. Les participants apprendront à utiliser des outils numériques pour fournir des commentaires et des évaluations dans des environnements en ligne, et exploreront des stratégies de gestion de réunions et de webinaires en ligne.

4.7 Module 7: Scénarios pédagogiques perturbateurs : comment les enseignants s'adaptent pour trouver des solutions

- L'objectif de ce module est d'introduire le concept d'apprentissage perturbateur, en particulier dans le contexte de situations telles que COVID-19 et d'autres menaces potentielles. Pour ces situations, nous examinerons le potentiel de l'école numérique dans le cloud. Le module examinera l'impact de la technologie sur l'éducation, l'évolution des besoins des étudiants et d'autres forces perturbatrices qui affectent le paysage éducatif.
- Les participants exploreront différents scénarios perturbateurs et examineront comment ils ont affecté l'éducation dans le passé. Ils découvriront également les dernières tendances et développements en matière de technologie éducative, et comment ces outils peuvent être mis à profit pour améliorer l'expérience d'apprentissage des étudiants.
- Les participants étudieront la nécessité d'un leadership numérique pour faire face à ces situations dans la nouvelle école numérique, et quelles compétences dans différents domaines sont nécessaires pour cela. Enfin, un petit projet d'intervention sera conçu pour une situation, ou un problème où le centre, en collaboration avec différents acteurs (parents, responsables des politiques éducatives, experts) soulèvera pas à pas une proposition argumentée. Enfin, le processus et les jalons potentiels à atteindre seront réfléchis.

4.8 Module 8 : Les enseignants comme futurs multiplicateurs

- Le dernier module de ce cours en ligne asynchrone est dédié à doter les enseignants des compétences et aptitudes nécessaires pour promouvoir et faire connaître le projet ONLIFE. Grâce à une combinaison de lectures et d'exercices pratiques, les participants

apprendront à devenir des multiplicateurs de l'approche ONLIFE auprès d'autres pairs, y compris les enseignants, les responsables de l'éducation et d'autres parties prenantes aux niveaux local, régional et international.

- Le module commencera par un aperçu du projet ONLIFE et de ses objectifs, ainsi que du rôle des enseignants en tant que multiplicateurs. Les participants exploreront différentes stratégies et outils de communication pouvant être utilisés pour promouvoir efficacement l'approche ONLIFE auprès de différents publics, notamment les médias sociaux, les newsletters, les présentations et les ateliers.
- Les participants apprendront également comment adapter l'approche ONLIFE à différents contextes et publics, et comment aborder les idées fausses et les préoccupations courantes. Ils exploreront différentes approches de l'engagement des parties prenantes et apprendront à créer des coalitions et des partenariats pour faire avancer la vision d'ONLIFE.
- Grâce à une combinaison d'études de cas et d'exercices pratiques, les participants développeront une boîte à outils pour promouvoir l'approche ONLIFE et faire connaître le projet. Ils apprendront également à mesurer l'impact de leurs efforts de sensibilisation et à ajuster leurs stratégies en conséquence.
- Enfin, ce module mettra l'accent sur l'importance d'une collaboration continue et de la création d'une communauté entre les enseignants et les autres parties prenantes. Les participants apprendront comment créer et entretenir des réseaux de multiplicateurs et comment tirer parti de ces réseaux pour faire avancer la vision ONLIFE.

Sommaire

Le cours est conçu pour améliorer les compétences numériques et les connaissances de la pédagogie en ligne parmi les participants au projet et le groupe cible direct. Le cours a un potentiel de transférabilité à d'autres secteurs du système éducatif, tels que les prestataires d'éducation des adultes et les professeurs d'université traitant de l'apprentissage en ligne et mixte, car les pédagogies numériques dispensées dans le cadre du projet seraient nécessaires pour mettre à jour les compétences et les aptitudes de tous les professionnels du monde de l'éducation.

4. Breve resumen de los módulos de formación ONLIFE (ES)

Dado que el entorno de aprendizaje en línea es un Recurso Educativo Abierto, los directores de centros escolares y el profesorado interesados pueden tener acceso al entorno de aprendizaje en línea. El entorno de aprendizaje ONLIFE puede ser utilizado por otros sectores del sistema educativo, tales como profesorado universitario que se ocupa del aprendizaje en línea y mixto, o proveedores de educación de adultos, ya que las pedagogías digitales que se imparten en ONLIFE serán realmente necesarias para actualizar las competencias y habilidades de todos los profesionales del mundo de la educación.

El curso consta de 8 módulos que pueden completarse en cualquier orden, pudiendo haber interrupciones entre las sesiones en las que se complete el curso. Existe una herramienta de autoevaluación que, basada en un cuestionario cuidadosamente elaborado y un sofisticado algoritmo de evaluación, ayuda de forma individualizada a decidir qué módulos del curso son más convenientes completar.

4.1 Módulo 1: Presentación de ONLIFE

- Onlife es un término acuñado por Luciano Floridi para expresar nuestras experiencias con la omnipresencia "cada vez mayor" de las tecnologías de la información y la comunicación en nuestras vidas.
- El uso de las tecnologías de la información afecta cada vez más a nuestra actividad diaria: la forma en que compramos, trabajamos, aprendemos, cuidamos de nuestra salud, viajamos, nos entretenemos, o mantenemos nuestras relaciones. Afecta, pues, a la forma en que interactuamos con los mundos del derecho, las finanzas y la política.
- Las TIC se han convertido en una fuerza que está transformando nuestras realidades.

4.2 Módulo 2: Formación en línea para aprender con entornos de aprendizaje en línea

- ¿Qué es un entorno de aprendizaje en línea?
- Es un entorno de aprendizaje sin ubicación física y en el que los instructores y los estudiantes están separados físicamente.
- Este tipo de entornos normalmente se aloja en el marco de un sistema de gestión del aprendizaje (LMS), que incluye no sólo áreas de depósito de información para la participación del alumno, sino también las herramientas de instrucción adicionales, tales como áreas de entrega y evaluación de tareas, interfaz de calificaciones, discusiones en el tablón de anuncios, sesiones de chat, áreas de grupos pequeños, correo privado en el curso, y muchos entornos de aprendizaje en línea ofrecen recursos adicionales de aprendizaje social plug-in, tales como videoconferencias. Este entorno puede ser síncrono, asíncrono o una mezcla de experiencias y compromisos síncronos y asíncronos, y también puede ser usado en combinación con el aprendizaje presencial, dando lugar al llamado aprendizaje híbrido.

Módulo 3: Competencias digitales para la enseñanza en línea

- Este módulo del curso está diseñado para ayudar a los educadores a desarrollar las habilidades digitales necesarias para tener éxito en la enseñanza en línea.
- Abarca los principios esenciales de una enseñanza en línea eficaz e introduce diversas herramientas y plataformas digitales utilizadas habitualmente en la enseñanza en línea. Los participantes aprenderán a organizar ideas para la enseñanza, apoyar la colaboración entre estudiantes, crear e interpretar los resultados de pruebas o cuestionarios en línea, recoger las opiniones de los estudiantes y proporcionarles comentarios eficaces.
- Utiliza una combinación de actividades síncronas y asíncronas, incluido material audiovisual, cuestionarios interactivos y tareas prácticas.

4.4 Módulo 4: Cooperar, compartir recursos y co-enseñar

- La capacidad de colaborar eficazmente es esencial para que el profesorado y formadores creen experiencias de aprendizaje en línea atractivas e interactivas. Este módulo del curso en línea asíncrono está diseñado para proporcionar a los participantes los conocimientos y habilidades necesarios para desarrollar y mantener relaciones de colaboración exitosas con otros educadores en un entorno en línea.
- El módulo introducirá a los participantes en el concepto de cooperar, compartir recursos y co-enseñar en la educación en línea a través de un conjunto de lecciones que se siguen a su propio ritmo. Los participantes explorarán los beneficios de estos enfoques y

aprenderán a comunicarse y colaborar eficazmente con otros profesores y formadores para mejorar la calidad de la enseñanza y el aprendizaje en línea.

- Mediante una combinación de material de vídeo, ejercicios interactivos y estudios de casos prácticos, los participantes desarrollarán habilidades de colaboración y técnicas de comunicación eficaces. También explorarán diversas herramientas y plataformas digitales para colaborar y compartir recursos, incluidos sistemas de almacenamiento basados en la nube, herramientas de gestión de proyectos y plataformas de reuniones en línea.
- El módulo también incluye las estrategias de co-enseñanza para la educación en línea, tales como la división de las responsabilidades de enseñanza, gestionar el tiempo, y proporcionar retroalimentación entre sí. Los participantes aprenderán a co-enseñar eficazmente en un entorno en línea, y desarrollarán estrategias para crear experiencias de aprendizaje en línea atractivas e interactivas para los estudiantes.

4.5 Módulo 5: Estrategias de enseñanza en línea y prácticas pertinentes para facilitar el aprendizaje de los alumnos

- Este módulo está diseñado para dotar al profesorado y formadores de estrategias y prácticas eficaces de enseñanza en línea que promuevan el aprendizaje y la participación de los estudiantes en entornos de aprendizaje en línea. El módulo explorará los retos y oportunidades únicos que presenta la enseñanza en línea, y proporcionará orientación práctica sobre cómo crear experiencias de aprendizaje en línea atractivas y eficaces.
- El módulo comenzará presentando a los participantes los principios clave de la enseñanza y el aprendizaje en línea, y los retos y oportunidades que presenta la enseñanza en un entorno en línea. Los participantes explorarán estrategias para crear experiencias de aprendizaje en línea atractivas e interactivas, y desarrollarán técnicas para evaluar el aprendizaje de los estudiantes en un entorno en línea.
- Los participantes desarrollarán habilidades en técnicas de enseñanza en línea, incluyendo la facilitación de debates, la creación de evaluaciones eficaces en línea, y el uso de multimedia para mejorar la participación de los estudiantes. También explorarán estrategias para promover la motivación de los estudiantes y el aprendizaje autorregulado en entornos en línea.
- El módulo también incluye las mejores prácticas para crear experiencias de aprendizaje en línea accesibles, incluyendo cómo diseñar materiales digitales en línea que sean accesibles a los estudiantes con discapacidades. Los participantes aprenderán a utilizar herramientas y tecnologías digitales para apoyar y mejorar el aprendizaje de sus estudiantes, y explorarán estrategias para fomentar comunidades de aprendizaje en línea inclusivas y colaborativas.

4.6 Módulo 6: Comunicación y colaboración eficaces mediante el uso de la tecnología

- Este módulo introduce al profesorado/formadores estrategias sobre cómo utilizar herramientas digitales para establecer una comunicación eficaz y eficiente, actualmente esencial para cualquier organización. El profesorado y responsables educativos en los centros deben tener buenas habilidades de comunicación para mejorar unos mejores resultados en la institución educativa. El objetivo es garantizar que todos los procesos se lleven a cabo correctamente y, para ello, la comunicación desempeña un papel fundamental para poder enviar y recibir mensajes de manera efectiva.
- Los participantes exploran en este módulo las diversas herramientas y tecnologías digitales que facilitan una comunicación y colaboración eficaces, y desarrollarán

estrategias para utilizarlas con el fin de mejorar la enseñanza y el aprendizaje en línea. Los participantes desarrollarán habilidades en el uso de herramientas y tecnologías digitales para apoyar la colaboración y el trabajo en equipo. Explorarán estrategias para gestionar el trabajo en grupo en entornos en línea, incluyendo cómo utilizar herramientas de gestión de proyectos y herramientas de edición colaborativa de documentos para facilitar una colaboración eficaz.

- El módulo también contiene ejemplos de buenas prácticas para crear y compartir recursos digitales, incluyendo cómo utilizar sistemas de almacenamiento basados en la nube y plataformas de intercambio en línea para compartir recursos con estudiantes y colegas. Los participantes aprenderán a utilizar herramientas digitales para proporcionar retroalimentación y evaluación en entornos en línea, y explorarán estrategias para gestionar reuniones y seminarios web en línea.

4.7 Módulo 7: Escenarios educativos disruptivos. Cómo se adaptan el profesorado para la búsqueda de soluciones

- El objetivo de este módulo es introducir el concepto de aprendizaje disruptivo, especialmente en el contexto de situaciones tales como COVID-19 o de otras amenazas potenciales que afecten los sistemas educativos en el futuro. Para estas situaciones estudiamos el potencial de la educación digital en la nube. El módulo examinará el impacto de la tecnología en la educación, las necesidades cambiantes de los estudiantes y los efectos de otras fuerzas disruptivas que afectan al panorama educativo actual.
- Los participantes explorarán diferentes escenarios complejos y examinarán cómo estas situaciones han afectado a la educación en el pasado. También conocerán las últimas tendencias y avances en educación digital, y cómo se pueden aprovechar estas herramientas para mejorar la experiencia de aprendizaje de los estudiantes.
- Se estudia en el módulo la necesidad de un liderazgo digital para afrontar estas situaciones en la nueva escuela digital, y qué competencias en diferentes ámbitos son necesarias para ello. Finalmente, se diseñará un proyecto personal de intervención para una situación, o un problema donde el centro, en colaboración con diferentes actores (padres, responsables de política educativa, expertos) plantea paso a paso una propuesta razonada que dé respuesta a la situación planteada. Finalmente, se reflexionará sobre el proceso y los posibles hitos a conseguir.

4.8 Módulo 8: El profesorado como futuros multiplicadores

- El último módulo de este curso asíncrono en línea está dedicado a dotar al profesorado de las competencias y habilidades necesarias para promover y dar a conocer el proyecto ONLIFE. A través de una combinación de lecturas y ejercicios prácticos, los participantes aprenderán a convertirse en multiplicadores del enfoque ONLIFE ante otros compañeros, incluidos profesorado de centros de primaria y secundaria, líderes educativos y otras partes interesadas a nivel local, regional o internacional.
- El módulo comienza con una visión general del proyecto ONLIFE y sus objetivos, así como del papel del profesorado como multiplicadores efectivos. Los participantes explorarán diferentes estrategias y herramientas de comunicación que pueden utilizarse para promover eficazmente el enfoque ONLIFE entre diferentes audiencias, incluidos los medios sociales, boletines, presentaciones o talleres.
- Los participantes también aprenderán a adaptar el enfoque ONLIFE a diferentes contextos y audiencias, y a abordar los conceptos erróneos y las preocupaciones más comunes.

Explorarán distintos enfoques de la participación de las partes interesadas y aprenderán a crear coaliciones y asociaciones para promover la visión de ONLIFE.

- Mediante una combinación de estudios de casos y ejercicios prácticos, los participantes desarrollarán un conjunto de herramientas para promover el enfoque ONLIFE y dar a conocer el proyecto. También aprenderán a medir el impacto de sus esfuerzos de divulgación y a ajustar sus estrategias en consecuencia.
- Por último, el módulo hará hincapié en la importancia de la colaboración continua y la creación de comunidades entre el profesorado y otras partes interesadas. Los participantes aprenderán a crear y mantener redes multiplicadoras y a aprovecharlas para promover la visión de ONLIFE.

Resumen

El curso está diseñado para mejorar las competencias digitales y el conocimiento de la pedagogía en línea entre ONLIFE y el grupo destinatario directo. El curso tiene un gran potencial de transferencia a otros sectores del sistema educativo, tales como los proveedores de educación de adultos, el profesorado universitario que se ocupa del aprendizaje en línea e híbrido, ya que las pedagogías digitales impartidas a través del proyecto son necesarias para actualizar las competencias y habilidades de todos los profesionales del mundo de la educación.

4. Σύντομη επισκόπηση των εκπαιδευτικών ενοτήτων ONLIFE (GR)

Λόγω του γεγονότος ότι το διαδικτυακό μαθησιακό περιβάλλον είναι ένας Ανοικτός Εκπαιδευτικός Χώρος (OER = Open Educational Resource), οι ενδιαφερόμενοι διευθυντές σχολείων και εκπαιδευτικοί μπορούν να έχουν πρόσβαση στο διαδικτυακό μαθησιακό περιβάλλον. Το μαθησιακό περιβάλλον ONLIFE μπορεί να χρησιμοποιηθεί από εκπροσώπους άλλων τομέων του εκπαιδευτικού συστήματος, όπως καθηγητές πανεπιστημίων που ασχολούνται με τη διαδικτυακή και μικτή μάθηση, φορείς εκπαίδευσης ενηλίκων, καθώς οι ψηφιακές παιδαγωγικές που θα παρασχεθούν μέσω του έργου, θα είναι πραγματικά απαραίτητες για την βελτίωση των ικανοτήτων και των δεξιοτήτων όλων των επαγγελματιών στον κόσμο της εκπαίδευσης.

Το μάθημα αποτελείται από 8 ενότητες που μπορούν να ολοκληρωθούν με οποιαδήποτε σειρά και ενδεχόμενες διακοπές, μεταξύ των συνεδρίων/συναντήσεων που ολοκληρώνουν το μάθημα. Υπάρχει διαθέσιμο εργαλείο αυτοαξιολόγησης το οποίο, με βάση ένα προσεκτικά προετοιμασμένο ερωτηματολόγιο και έναν εξελιγμένο αλγόριθμο αξιολόγησης, θα βοηθήσει, με εξατομικευμένο τρόπο, για να αποφασιστεί ποια ενότητα του μαθήματος είναι προτιμητέα.

4.1 Ενότητα 1: Εισαγωγή στο ONLIFE

- Ο όρος "Onlife" επινοήθηκε από τον Luciano Floridi για να εκφράσει τις εμπειρίες μας με την "ολοένα και μεγαλύτερη" διείσδυση των τεχνολογιών πληροφοριών και επικοινωνιών στη ζωή μας.
- Η χρήση των τεχνολογιών της πληροφορίας επηρεάζει όλο και περισσότερο τις καθημερινές μας δραστηριότητες - τον τρόπο με τον οποίο ψωνίζουμε, εργαζόμαστε, μαθαίνουμε, φροντίζουμε την υγεία μας, ταξιδεύουμε, διασκεδάζουμε, διατηρούμε τις σχέσεις μας.

- Επηρεάζει τον τρόπο με τον οποίο αλληλοεπιδρούμε με τον κόσμο του δικαίου, των οικονομικών και της πολιτικής.
- Η τεχνολογία πληροφοριών και επικοινωνιών (ΤΠΕ) έχει γίνει μια δύναμη που μεταμορφώνει την πραγματικότητά μας.

4.2 Ενότητα 2: Διαδικτυακή εκπαίδευση για μάθηση με διαδικτυακά περιβάλλοντα μάθησης

- Τι είναι ένα διαδικτυακό μαθησιακό περιβάλλον;
- Ένα μαθησιακό περιβάλλον χωρίς φυσική τοποθεσία και στο οποίο οι εκπαιδευτές και οι μαθητές διαχωρίζονται από το χώρο.
- Αυτός ο τύπος περιβάλλοντος συνήθως στεγάζεται σε ένα πλαίσιο συστήματος διαχείρισης μάθησης (LMS), το οποίο περιλαμβάνει όχι μόνο χώρους φύλαξης πληροφοριών για την συμμετοχή του εκπαιδευόμενου, αλλά και τα πρόσθετα εκπαιδευτικά εργαλεία, όπως χώρους υποβολής εργασιών και αξιολόγησης εργασιών, εφαρμογή βαθμολογίας, πίνακα συζήτησης ανακοινώσεων, δυνατότητα συνομιλίας, χώρους μικρών ομάδων, ιδιωτικό ταχυδρομείο εντός του μαθήματος, και πολλά διαδικτυακά περιβάλλοντα μάθησης που προσφέρουν πρόσθετους τρόπους κοινωνικής μάθησης, όπως τηλεδιασκέψεις. Το περιβάλλον αυτό μπορεί να είναι σύγχρονο, ασύγχρονο ή ένα μείγμα από σύγχρονες και ασύγχρονες εμπειρίες και συμμετοχές.

4.3 Ενότητα 3: Ψηφιακές δεξιότητες για διαδικτυακή διδασκαλία

- Αυτή η διαδικτυακή ενότητα μαθημάτων έχει σχεδιαστεί για να βοηθήσει τους εκπαιδευτικούς να αναπτύξουν τις απαραίτητες ψηφιακές δεξιότητες για να είναι επιτυχημένοι στη διαδικτυακή διδασκαλία.
- Καλύπτει τις βασικές αρχές της αποτελεσματικής διαδικτυακής διδασκαλίας και εισάγει διάφορα ψηφιακά εργαλεία και πλατφόρμες που χρησιμοποιούνται συνήθως στην διαδικτυακή εκπαίδευση.
- Οι συμμετέχοντες θα μάθουν πώς να οργανώνουν τις ιδέες τους για διδασκαλία, να στηρίζουν τη συνεργασία μεταξύ των μαθητών, να δημιουργούν και να ερμηνεύουν τα αποτελέσματα των διαδικτυακών κουίζ ή ερωτηματολογίων, να συλλέγουν τις απόψεις των μαθητών και να παρέχουν αποτελεσματική ανατροφοδότηση στους μαθητές. Χρησιμοποιείται ένας συνδυασμός σύγχρονων και ασύγχρονων δραστηριοτήτων, συμπεριλαμβανομένου υλικού βίντεο, διαδραστικών κουίζ και πρακτικών ασκήσεων.

4.4 Ενότητα 4: Συνεργασία, κοινή χρήση πόρων και συνδιδασκαλία

- Η ικανότητα για αποτελεσματική συνεργασία είναι απαραίτητη για τους εκπαιδευτικούς και τους εκπαιδευτές, προκειμένου να δημιουργήσουν ελκυστικές και διαδραστικές διαδικτυακές μαθησιακές εμπειρίες. Αυτή η ασύγχρονη διαδικτυακή ενότητα μαθημάτων έχει σχεδιαστεί για να παρέχει στους συμμετέχοντες τις απαραίτητες γνώσεις και δεξιότητες για την ανάπτυξη και διατήρηση επιτυχημένων σχέσεων συνεργασίας με άλλους εκπαιδευτικούς σε ένα διαδικτυακό περιβάλλον.
- Η ενότητα θα εισάγει τους συμμετέχοντες στην έννοια της συνεργασίας, της κοινής χρήσης πόρων και της συνδιδασκαλίας στην ηλεκτρονική εκπαίδευση μέσω μιας σειράς μαθημάτων με αυτορρυθμιζόμενο ρυθμό. Οι συμμετέχοντες θα διερευνήσουν τα οφέλη αυτών των προσεγγίσεων και θα μάθουν πώς να επικοινωνούν και να συνεργάζονται αποτελεσματικά με άλλους εκπαιδευτικούς και εκπαιδευτές για να βελτιώσουν την ποιότητα της διαδικτυακής διδασκαλίας και μάθησης.

- Μέσω ενός συνδυασμού από βίντεο, διαδραστικών ασκήσεων και πρακτικών μελετών περιπτώσεων, οι συμμετέχοντες θα αναπτύξουν δεξιότητες συνεργασίας και αποτελεσματικές τεχνικές επικοινωνίας. Θα εξερευνήσουν επίσης διάφορα ψηφιακά εργαλεία και πλατφόρμες για τη συνεργασία και την κοινή χρήση παρερχομένων πόρων, συμπεριλαμβανομένων συστημάτων αποθήκευσης με βάση το "cloud", εργαλείων διαχείρισης έργων και διαδικτυακών πλατφόρμων συναντήσεων.
- Η ενότητα του μαθήματος θα καλύψει επίσης στρατηγικές συνδιδασκαλίας για την ηλεκτρονική εκπαίδευση, συμπεριλαμβανομένου του τρόπου κατανομής των διδακτικών ευθυνών, της διαχείρισης του χρόνου και της παροχής ανατροφοδότησης του ενός προς τον άλλον. Οι συμμετέχοντες θα μάθουν πώς να συνδιδάσκουν αποτελεσματικά σε ένα διαδικτυακό περιβάλλον και θα βελτιώσουν στρατηγικές για να δημιουργήσουν ελκυστικές και διαδραστικές διαδικτυακές εμπειρίες μάθησης, για τους μαθητές.

4.5 Ενότητα 5: Διαδικτυακές στρατηγικές διδασκαλίας και σχετικές πρακτικές που θα βοηθήσουν τη μάθηση των μαθητών

- Αυτή η ενότητα μαθημάτων έχει σχεδιαστεί για να εξοπλίσει τους εκπαιδευτικούς και τους εκπαιδευτές με αποτελεσματικές στρατηγικές και πρακτικές διαδικτυακής διδασκαλίας που προωθούν τη μάθηση και τη δέσμευση των μαθητών σε διαδικτυακά περιβάλλοντα μάθησης. Η ενότητα θα διερευνήσει τις μοναδικές προκλήσεις και ευκαιρίες που παρουσιάζει η διαδικτυακή διδασκαλία και θα παράσχει πρακτική καθοδήγηση για το πώς να δημιουργηθούν ελκυστικές και αποτελεσματικές διαδικτυακές μαθησιακές εμπειρίες.
- Η ενότητα θα ξεκινήσει με την εισαγωγή των συμμετεχόντων στις βασικές αρχές της διαδικτυακής διδασκαλίας και μάθησης, καθώς και στις προκλήσεις και τις ευκαιρίες που παρουσιάζει η διδασκαλία σε ένα διαδικτυακό περιβάλλον. Οι συμμετέχοντες θα διερευνήσουν στρατηγικές για τη δημιουργία ελκυστικών και διαδραστικών διαδικτυακών μαθησιακών εμπειριών και θα αναπτύξουν τεχνικές για την αξιολόγηση της μάθησης των φοιτητών σε ένα διαδικτυακό περιβάλλον.
- Οι συμμετέχοντες θα αναπτύξουν δεξιότητες σε διαδικτυακές τεχνικές διδασκαλίας, όπως η διευκόλυνση συζητήσεων, η δημιουργία αποτελεσματικών διαδικτυακών αξιολογήσεων και η χρήση πολυμέσων για την ενίσχυση της συμμετοχής των φοιτητών. Θα εξερευνήσουν επίσης στρατηγικές για την προώθηση των κινήτρων των φοιτητών και της αυτορρυθμιζόμενης μάθησης σε διαδικτυακά περιβάλλοντα.
- Η ενότητα του μαθήματος θα καλύψει επίσης τις βέλτιστες πρακτικές για τη δημιουργία προσβάσιμων διαδικτυακών μαθησιακών εμπειριών, συμπεριλαμβανομένου του τρόπου σχεδιασμού διαδικτυακού υλικού που είναι προσβάσιμο σε μαθητές με αναπηρίες. Οι συμμετέχοντες θα μάθουν πώς να χρησιμοποιούν ψηφιακά εργαλεία και τεχνολογίες για την υποστήριξη και την ενίσχυση της μάθησης των μαθητών και θα διερευνήσουν στρατηγικές για την προώθηση μιας διαδικτυακής κοινότητας συνεργατικής μάθησης χωρίς αποκλεισμούς.

4.6 Ενότητα 6: Αποτελεσματική επικοινωνία και συνεργασία με τη χρήση της τεχνολογίας

- Αυτή η ενότητα θα εκπαιδεύσει τους εκπαιδευτικούς/εκπαιδευτές στον τρόπο χρήσης των νέων τεχνολογιών για την καθιέρωση αποτελεσματικής και αποδοτικής επικοινωνίας. Η αποτελεσματική και αποδοτική επικοινωνία είναι απαραίτητη για κάθε οργανισμό. Οι εργαζόμενοι και οι διευθυντές τους πρέπει να έχουν καλές επικοινωνιακές

δεξιότητες προκειμένου να βελτιώσουν την παραγωγικότητα του οργανισμού και να προωθήσουν υψηλότερες επιδόσεις. Στόχος είναι να διασφαλιστεί ότι όλες οι διαδικασίες εκτελούνται άψογα και, για το σκοπό αυτό, η επικοινωνία παίζει καθοριστικό ρόλο προκειμένου να είναι σε θέση να στέλνουν και να λαμβάνουν σωστά μηνύματα.

- Οι συμμετέχοντες θα εξερευνήσουν διάφορα ψηφιακά εργαλεία και τεχνολογίες που διευκολύνουν την αποτελεσματική επικοινωνία και συνεργασία και θα αναπτύξουν στρατηγικές για τη χρήση αυτών των εργαλείων για τη βελτίωση της διαδικτυακής διδασκαλίας και μάθησης. Οι συμμετέχοντες θα αναπτύξουν δεξιότητες στη χρήση ψηφιακών εργαλείων και τεχνολογιών για την υποστήριξη της συνεργασίας και της ομαδικής εργασίας. Θα διερευνήσουν στρατηγικές για τη διαχείριση της ομαδικής εργασίας σε διαδικτυακά περιβάλλοντα, συμπεριλαμβανομένου του τρόπου χρήσης εργαλείων διαχείρισης έργων και εργαλείων συνεργατικής επεξεργασίας εγγράφων για τη διευκόλυνση της αποτελεσματικής συνεργασίας.
- Η ενότητα του μαθήματος θα καλύψει επίσης τις βέλτιστες πρακτικές για τη δημιουργία και την κοινή χρήση ψηφιακών πόρων, συμπεριλαμβανομένου του τρόπου αποθήκευσης, με βάση το σύστημα “cloud” και διαδικτυακές πλατφόρμες κοινής χρήσης για την χρησιμοποίηση πόρων, από κοινού, με μαθητές και συναδέλφους. Οι συμμετέχοντες θα μάθουν πώς να χρησιμοποιούν ψηφιακά εργαλεία για την παροχή ανατροφοδότησης και αξιολόγησης σε διαδικτυακά περιβάλλοντα και θα διερευνήσουν στρατηγικές για τη διαχείριση διαδικτυακών συναντήσεων και διαδικτυακών σεμιναρίων.

4.7 Ενότητα 7: Ανατρεπτικά εκπαιδευτικά σενάρια: πώς οι εκπαιδευτικοί προσαρμόζονται για να βρουν λύσεις

- Στόχος αυτής της ενότητας είναι να εισαγάγει την έννοια της διασπαστικής μάθησης, ιδίως στο πλαίσιο καταστάσεων όπως η COVID-19 και άλλες πιθανές απειλές. Για τις καταστάσεις αυτές θα εξετάσουμε τις δυνατότητες του ψηφιακού σχολείου στο “cloud”. Η ενότητα θα εξετάσει τον αντίκτυπο της τεχνολογίας στην εκπαίδευση, τις μεταβαλλόμενες ανάγκες των μαθητών και άλλες ανατρεπτικές δυνάμεις που επηρεάζουν το εκπαιδευτικό τοπίο.
- Οι συμμετέχοντες θα διερευνήσουν διάφορα ανατρεπτικά σενάρια και θα εξετάσουν πώς επηρέασαν την εκπαίδευση στο παρελθόν. Θα ενημερωθούν επίσης για τις τελευταίες τάσεις και εξελίξεις στην εκπαιδευτική τεχνολογία και για το πώς μπορούν να αξιοποιηθούν αυτά τα εργαλεία για τη βελτίωση της μαθησιακής εμπειρίας των μαθητών.
- Θα μελετήσουμε την ανάγκη ψηφιακής ηγεσίας για την αντιμετώπιση αυτών των καταστάσεων στο νέο ψηφιακό σχολείο και ποιες ικανότητες, σε διάφορους τομείς, είναι απαραίτητες για αυτό. Τέλος, θα σχεδιαστεί ένα μικρό σχέδιο παρέμβασης για μια κατάσταση ή ένα πρόβλημα, όπου το κέντρο, σε συνεργασία με διάφορους φορείς (γονείς, φορείς χάραξης εκπαιδευτικής πολιτικής, εμπειρογνώμονες) θα εγείρει βήμα προς βήμα μια αιτιολογημένη πρόταση. Τέλος, θα υπάρξει προβληματισμός για τη διαδικασία και τα πιθανά ορόσημα που θα επιτευχθούν.

4.8 Ενότητα 8: Οι εκπαιδευτικοί ως μελλοντικοί πολλαπλασιαστές

- Η τελευταία ενότητα αυτού του ασύγχρονου διαδικτυακού μαθήματος είναι αφιερωμένη στο να εφοδιάσει τους εκπαιδευτικούς με τις ικανότητες και τις δεξιότητες που απαιτούνται για την προώθηση και την ευαισθητοποίηση του έργου ONLIFE. Μέσω ενός συνδυασμού αναγνώσεων και πρακτικών ασκήσεων, οι συμμετέχοντες θα μάθουν πώς να γίνουν πολλαπλασιαστές της προσέγγισης ONLIFE σε άλλους συναδέλφους, συμπεριλαμβανομένων των εκπαιδευτικών των σχολείων, των διευθυντών εκπαίδευσης και άλλων εμπλεκόμενων φορέων σε τοπικό, περιφερειακό και διεθνές επίπεδο.
- Η ενότητα θα ξεκινήσει με μια επισκόπηση του προγράμματος ONLIFE και των στόχων του, καθώς και του ρόλου των εκπαιδευτικών ως πολλαπλασιαστών. Οι συμμετέχοντες θα διερευνήσουν διάφορες στρατηγικές και εργαλεία επικοινωνίας που μπορούν να χρησιμοποιηθούν για την αποτελεσματική προώθηση της προσέγγισης ONLIFE σε διαφορετικά ακροατήρια, συμπεριλαμβανομένων των μέσων κοινωνικής δικτύωσης, των ενημερωτικών δελτίων, των παρουσιάσεων και των εργαστηρίων.
- Οι συμμετέχοντες θα μάθουν επίσης πώς να προσαρμόζουν την προσέγγιση ONLIFE σε διαφορετικά πλαίσια και ακροατήρια και πώς να αντιμετωπίζουν τις συνήθεις παρανοήσεις και ανησυχίες. Θα εξερευνήσουν διαφορετικές προσεγγίσεις για τη δέσμευση των ενδιαφερόμενων μερών και θα μάθουν πώς να δημιουργούν συμμαχίες και συνεργασίες για την προώθηση του οράματος ONLIFE.
- Μέσω ενός συνδυασμού μελετών περίπτωσης και πρακτικών ασκήσεων, οι συμμετέχοντες θα αναπτύξουν μια εργαλειοθήκη για την προώθηση της προσέγγισης ONLIFE και την ευαισθητοποίηση σχετικά με το έργο. Θα μάθουν επίσης πώς να μετρούν τον αντίκτυπο των προσπαθειών προβολής τους και να προσαρμόζουν ανάλογα τις στρατηγικές τους.
- Τέλος, η ενότητα θα τονίσει τη σημασία της συνεχούς συνεργασίας και της δημιουργίας κοινότητας μεταξύ των εκπαιδευτικών και άλλων ενδιαφερομένων. Οι συμμετέχοντες θα μάθουν πώς να δημιουργούν και να διατηρούν δίκτυα πολλαπλασιαστών και πώς να αξιοποιούν αυτά τα δίκτυα για την προώθηση του οράματος ONLIFE.

Περίληψη

Το μάθημα έχει σχεδιαστεί για να ενισχύσει τις ψηφιακές ικανότητες και τις γνώσεις διαδικτυακής παιδαγωγικής μεταξύ των συμμετεχόντων στο έργο και της άμεσης ομάδας-στόχου. Το μάθημα έχει τη δυνατότητα μεταφοράς σε άλλους τομείς του εκπαιδευτικού συστήματος, όπως οι πάροχοι εκπαίδευσης ενηλίκων και οι καθηγητές πανεπιστημίου που ασχολούνται με τη διαδικτυακή και τη μικτή μάθηση, καθώς οι ψηφιακές παιδαγωγικές που παρέχονται μέσω του έργου θα είναι απαραίτητες για την επικαιροποίηση των ικανοτήτων και των δεξιοτήτων όλων των επαγγελματιών στον εκπαιδευτικό κόσμο.

4. Scurtă prezentare generală a modulelor de formare ONLIFE (RO)

Datorită faptului că este o Resursă Educațională Deschisă = RED, directorii școlilor și profesorii interesați pot avea acces la mediul de învățare online. Mediul de învățare ONLIFE poate fi utilizat de reprezentanți ai altor sectoare ale sistemului educațional, cum ar fi profesorii universitari care predau în sistem online și hibrid sau furnizorii de educație pentru adulți, deoarece metodele digitale de predare care vor fi furnizate prin intermediul proiectului vor fi

necesare pentru a actualiza competențele și abilitățile tuturor profesioniștilor din sistemul educațional.

Cursul este alcătuit din 8 module care pot fi parcurse în orice ordine și pot exista întreruperi arbitrare între sesiunile în care se parcurge cursul. Este disponibil un instrument de autoevaluare care, pe baza unui chestionar atent pregătit și a unui algoritm sofisticat de evaluare, ajută într-o manieră individualizată să se decidă care este cel mai potrivit modul din curs care ar trebui să fie finalizat.

4.1 Modulul 1: Prezentare ONLIFE

- Onlife este un termen inventat de Luciano Floridi pentru a exprima experiențele noastre legate de omniprezența "din ce în ce mai mare" a tehnologiilor informației și comunicațiilor în viața noastră.
- Utilizarea tehnologiilor informaționale are un impact din ce în ce mai mare asupra activității noastre zilnice - modul în care facem cumpărături, muncim, învățăm, ne îngrijim sănătatea, călătorim, ne distrăm, ne gestionăm relațiile.
- Ea afectează modul în care interacționăm cu lumea juridică, financiară și politică.
- TIC a devenit o forță care ne transformă realitățile.

Modulul 2: Perfecţionare didactică cu ajutorul mediilor de învățare online

- Ce este un mediu de învățare online?
- Un mediu de învățare care nu are o locație fizică și în care instructorii și studenții sunt separați din punctul de vedere al spațiului.
- Acest tip de mediu este găzduit, în mod normal, în cadrul unui sistem de gestionare a învățării (Learning Management System), care include nu numai zonele de stocare a informațiilor pentru implicarea cursantului, ci și instrumentele de instruire suplimentare, cum ar fi zonele de încărcare a temelor și cele de evaluare, interfața de notare, discuțiile de tipul celor de la avizier, sesiunile de chat, zonele de grupuri mici, corespondența privată în cadrul cursului, iar multe medii de învățare online oferă resurse suplimentare de învățare socială de conectare, cum ar fi videoconferințele. Acest mediu poate fi sincron, asincron sau o combinație a acestora.

4.3 Modulul 3: Competențe digitale pentru predarea online

- Acest modul de curs online este conceput pentru a ajuta profesorii să dezvolte competențele digitale necesare pentru a avea succes în predarea online.
- Acesta acoperă principiile esențiale ale unei predări online eficiente și prezintă diverse instrumente și platforme digitale utilizate în mod obișnuit în învățământul online. Participanții vor învăța cum să-şi organizeze ideile pentru predare, să sprijine colaborarea între elevi, să creeze și să interpreteze rezultatele chestionarelor online, să colecteze opiniile elevilor și să ofere un feedback eficient acestora.
- Se utilizează o combinație de activități sincrone și asincrone, inclusiv materiale video, chestionare interactive și sarcini practice.

4.4 Modulul 4: Cooperarea, partajarea resurselor şi predarea în echipă

- Capacitatea de a colabora eficient este esențială pentru ca profesorii și formatorii să creeze experiențe de învățare online atractive și interactive. Acest modul de curs online asincron este conceput pentru a le oferi participanților cunoștințele și abilitățile necesare

în vederea dezvoltării şi menținerii unor relații reuşite de colaborare cu alți instructori educaţionali, într-un mediu online.

- Modulul îi va familiariza pe participanți cu conceptul de cooperare, partajare a resurselor și predarea în echipă într-un cadru online, printr-o serie de lecții realizate în ritm propriu. Participanții vor explora beneficiile acestor abordări și vor învăța cum să comunice și să colaboreze eficient cu alți profesori și formatori pentru a îmbunătăți calitatea predării și învățării online.
- Printr-o combinație de materiale video, exerciții interactive și studii de caz practice, participanții vor dezvolta abilități de colaborare și tehnici de comunicare eficientă. De asemenea, ei vor explora diverse instrumente și platforme digitale pentru colaborare și partajarea resurselor, inclusiv sisteme de stocare în cloud, instrumente de gestionare a proiectelor și platforme de videoconferinţe.
- Modulul de curs va acoperi, de asemenea, strategiile de predare în echipă pentru educația online, inclusiv modul de împărțire a responsabilităților de predare, de gestionare a timpului și de furnizare a feedback-ului reciproc. Participanții vor învăța cum să lucreze în echipă pentru o predare eficientă într-un mediu online și vor dezvolta strategii pentru a crea experiențe de învățare online atractive și interactive pentru educabili.

4.5 Modulul 5: Strategii de predare online și practici relevante pentru facilitarea învăţării

- Acest modul de curs este conceput pentru a dota cadrele didactice și formatorii cu strategii și practici eficiente de predare online care promovează învățarea și implicarea elevilor în mediile de învățare online. Modulul va explora provocările și oportunitățile unice pe care le prezintă predarea online și va oferi îndrumări practice privind modul de a crea experiențe de învățare online captivante și eficiente.
- Modulul va începe prin prezentarea principiilor cheie ale predării și învățării online, precum și a provocărilor și oportunităților pe care le prezintă predarea într-un mediu online. Participanții vor explora strategii pentru crearea unor experiențe de învățare online atractive și interactive și vor dezvolta tehnici de evaluare a învățării elevilor într-un mediu online.
- Participanții își vor dezvolta abilitățile în domeniul tehnicilor de predare online, inclusiv facilitarea discuțiilor, crearea de evaluări online eficiente și utilizarea mijloacelor multimedia, concepute pentru a spori implicarea elevilor. De asemenea, vor explora strategii pentru promovarea motivației elevilor și a învățării autoreglementate în mediile online.
- Modulul de curs va acoperi, de asemenea, cele mai bune practici pentru crearea de experiențe de învățare accesibile online, inclusiv modul de proiectare a materialelor online care sunt accesibile elevilor cu nevoi speciale. Participanții vor învăța cum să utilizeze instrumentele și tehnologiile digitale pentru a sprijini și îmbunătăți procesul de învățare și vor explora strategii pentru a promova o comunitate de învățare online incluzivă și colaborativă.

4.6 Modulul 6: Comunicare și colaborare eficiente, bazate pe tehnologie

- Acest modul va instrui profesorii/formatorii cu privire la modul de utilizare a noilor tehnologii pentru a stabili o comunicare reală și eficientă. Comunicarea reală și eficientă este esențială pentru orice organizație. Angajații și managerii acestora trebuie să aibă bune abilități de comunicare pentru a îmbunătăți productivitatea organizației și a promova performanțe mai mari. Scopul este de a se asigura că toate procesele se

desfășoară perfect și, în acest scop, comunicarea joacă un rol esențial pentru a putea trimite și primi mesaje în mod corect.

- Participanții vor explora diverse instrumente și tehnologii digitale care facilitează comunicarea și colaborarea eficiente și vor dezvolta strategii de utilizare a acestor instrumente pentru a îmbunătăți predarea și învățarea online. Participanții vor dezvolta abilități de utilizare a instrumentelor și tehnologiilor digitale pentru a sprijini colaborarea și munca în echipă. Ei vor explora strategii de gestionare a muncii în grup în mediile online, inclusiv modul de utilizare a instrumentelor de gestionare a proiectelor și a instrumentelor de editare a documentelor în colaborare, pentru a facilita o colaborare eficientă.
- Modulul de curs va acoperi, de asemenea, cele mai bune practici pentru crearea și partajarea resurselor digitale, inclusiv modul de utilizare a sistemelor de stocare în cloud și a platformelor de partajare online pentru a partaja resurse cu elevii și colegii. Participanții vor învăța cum să utilizeze instrumente digitale pentru a oferi feedback și evaluare în mediile online și vor explora strategii pentru gestionarea întâlnirilor online și a webinarilor.

4.7 Modulul 7: Scenarii educaționale perturbatoare: cum se adaptează profesorii pentru a găsi soluții

- Obiectivul acestui modul este de a introduce conceptul de învățare perturbatoare, în special în contextul unor situații precum COVID-19 și al altor potențiale amenințări. Pentru aceste situații, vom analiza potențialul școlii digitale în cloud. Modulul va examina impactul tehnologiei asupra educației, nevoile în schimbare ale elevilor și alte forțe perturbatoare care afectează peisajul educațional.
- Participanții vor explora diferite scenarii perturbatoare și vor examina modul în care acestea au afectat educația în trecut. De asemenea, vor afla despre cele mai recente tendințe și evoluții în domeniul tehnologiei educaționale și despre modul în care aceste instrumente pot fi valorificate pentru a îmbunătăți experiența de învățare a elevilor.
- Vom studia nevoia de leadership digital pentru a face față acestor situații în noua școală digitală și ce competențe în diferite domenii sunt necesare în acest sens. În cele din urmă, va fi conceput un mic proiect de intervenție pentru o situație sau o problemă în care centrul, în colaborare cu diferiți actori (părinți, factori de decizie în domeniul educației, experți), va ridica pas cu pas o propunere argumentată. În cele din urmă, se va reflecta asupra procesului și a potențialelor etape de atins.

4.8 Modulul 8: Profesorii în calitate de viitori multiplicatori

- Ultimul modul din acest curs online asincron este dedicat înzestrării profesorilor cu competențele și abilitățile necesare pentru a promova și a crește gradul de conștientizare a proiectului ONLIFE. Printr-o combinație de lecturi și exerciții practice, participanții vor învăța cum să devină multiplicatori ai abordării ONLIFE pentru alți colegi, inclusiv profesori de școală, lideri din domeniul educației și alte părți interesate la nivel local, regional și internațional.
- Modulul va începe cu o prezentare generală a proiectului ONLIFE și a obiectivelor sale, precum și a rolului profesorilor ca multiplicatori. Participanții vor explora diferite strategii și instrumente de comunicare care pot fi utilizate pentru a promova în mod eficient abordarea ONLIFE în rândul unor diferite tipuri de public, inclusiv social media, buletine informative, prezentări și ateliere de lucru.

- Participanții vor învăța, de asemenea, cum să adapteze abordarea ONLIFE la diferite contexte și tipuri de public și cum să abordeze concepțiile greșite și preocupările comune. Ei vor explora diferite abordări ale implicării părților interesate și vor învăța cum să creeze coaliții și parteneriate pentru a promova viziunea ONLIFE.
- Printr-o combinație de studii de caz și exerciții practice, participanții vor dezvolta un set de instrumente pentru promovarea abordării ONLIFE și creșterea gradului de conștientizare cu privire la proiect. De asemenea, vor învăța cum să măsoare impactul eforturilor lor de informare și cum să își ajusteze strategiile în consecință.
- În cele din urmă, modulul va sublinia importanța colaborării continue și a creării unei comunități între profesori și alte părți interesate. Participanții vor învăța cum să construiască și să mențină rețele de multiplicatori și cum să valorifice aceste rețele pentru a promova viziunea ONLIFE

Rezumat

Cursul este conceput pentru a îmbunătăți competențele digitale și cunoștințele de predare online în rândul participanților la proiect și al grupului țintă direct. Cursul are potențial de transferabilitate către alte sectoare ale sistemului educațional, cum ar fi furnizorii de educație pentru adulți și profesorii universitari care se ocupă de învățarea online și mixtă, deoarece pedagogiile digitale furnizate prin intermediul proiectului ar fi necesare pentru a actualiza competențele și abilitățile tuturor specialiştilor din lumea educației.

5. Syllabuses of the ONLIFE Course Modules

5.1 Module 1: Introducing ONLIFE

Module Name:	**Introducing ONLIFE**
Module Description:	*This is an introductory module of the ONLIFE course.*
Learning Outcomes: *Teacher/trainers following the completion of the module should be able to:*	*Teachers following the completion of the course should be able to:* - *Learn about ONLIFE and the pervasiveness of information and communication technologies in our daily lives* - *Describe ONLIFE examples in daily life, for instance in shopping, working, learning, and the ways we interact with the worlds of law, finance, and politics* - *Assess/evaluate the impact (advantages and disadvantages) of ONLIFE in education* - *Consider the actions and relationships that a person performs and has when he/she has when he/she is both connected and disconnected* - *Understand the purpose and outcomes of the ONLIFE project*
Targeted Competences: *The competencies the teachers/trainers will acquire/enhance during this module are:*	*The context of this module will target the acquisition and/or enhancement of the following competencies of the participants:* *- Ability to establish an understanding of the pervasiveness of information and communications technologies in everyday life* *- Ability to compare and contrast examples of ONLIFE in different aspects of everyday life* *- Recognise the impact of ONLIFE in education*
Content, Resources and tools: *During the implementation of this module the following training content and resources will be used:*	*The following content will be used during the implementation of this module:* *- PowerPoint presentations* *An introduction to ONLIFE* *An introduction to the ONLIFE Project* *- Video* *Use some clips from* *PERVASIVE / UBIQUITOUS COMPUTING* *https://www.youtube.com/watch?v=QYU98yfSDKw* *https://www.youtube.com/watch?v=2HHEQuspi4o* *https://www.youtube.com/watch?v=CbGw1fX9tMk* *https://www.youtube.com/watch?v=bR2T7p7pUiI* *ONLIFE* *https://www.youtube.com/watch?v=EocrjvIqDG4* *https://www.youtube.com/watch?v=R4O6ci8m1Qw*

	https://www.youtube.com/watch?v=nDwgu88ULH4&t=43s *IN EDUCATION* *https://www.youtube.com/watch?v=uZ73ZsBkcus&t=52s* *Some of the following Web sites* *Examples of ONLIFE* *Examples of pervasive computing such as electronic toll systems on motorways; tracking applications that can track the location of someone, Apple Watch; Amazon Echo; smart traffic lights; Fitbit, Siri, etc.* *In education – D3 project toolkit lesson blueprints* *https://d3.youthmetre.eu/lesson-blueprints/* *And the following resources:* *- DigiCompEdu (https://joint-research-centre.ec.europa.eu/digcompedu_en)*
Training Methodology and Approach *The following training methodology/ies and/or approach/es will be utilised to implement the training:*	*During the course of the module the participants will engage in:* *- Presentation of information and open discussion* *- Internet searches* *- Compare and contrast* *- Share examples*
Description of the module activities:	**Module Activity 1 – *What is ONLIFE?*** *Description of the activity:* Review presentation *Estimated Time:* 15 mins *Training Content:* *ONLIFE ppt* *Resources, Tools:* *Ppt,* video **Module Activity 2 – *ONLIFE examples in everyday life*** *Description of the activity:* Review of presentation, then find and write about own examples *Estimated Time:* 15 mins *Training Content:* *EXAMPLES ppt* *Resources, Tools:* Ppt, Internet **Module Activity 3 – *ONLIFE in education*** *Description of the activity:* Analysis use of online tools Review of web toolkit

	Estimated Time: 30 mins *Resources, Tools:* *Examples of pervasive computing such as electronic toll systems on motorways; tracking applications which can track the location of someone, Apple Watch; Amazon Echo; smart traffic lights; Fitbit, Siri, etc.* *https://www.scielo.br/j/er/a/5kXJycPzpBZn6L8cXHRMRVy/* https://d3.youthmetre.eu/lesson-blueprints/ **Module Activity 4** *(Evaluation of the accomplishment of the module's learning objectives)* *Description of the activity:* *Introduce the ONLIFE Project* *Estimated Time:* 10 mins *Training Content:* *Ppt on ONLIFE* *Resources, Tools:* *ONLIFE Web site* *Video*
Evaluation Method: *The learning outcomes and the acquisition and or enhancement of the targeted competence(s) will be evaluated using the following evaluation methods:*	*The evaluation of the learning outcomes of this module will occur gradually through the course of the module adapted to the learning objectives of each training activity.* *More specifically:* *Introduction* *From practice to theory – how IT has become ubiquitous - ONLIFE* *Hands-on activity – reflection on how am I affected* *Assess understanding through test*
Possible (future) extensions: *The instructor may extend the context of this module by:*	*N/A*

5.2 Module 2: Online training for learning with online learning environments

Module Name:	**Online training for learning with online learning environments**
Module Description:	*This module will train teachers/trainers on how to effectively utilise on-line learning environments to facilitate any learning/training process, inform them on available digital tools and platforms, the advantages and disadvantages of the use of learning platforms and the approach they adapt (synchronous/ asynchronous learning), as well as how these on-line learning environments may be utilised under multiple circumstances (physical, hybrid, and on-line learning/training).*
Learning Outcomes: *Teacher/trainers following the completion of the module should be able to:*	- find and use any on-line learning environment to facilitate their teaching/training process - choose the on-line learning environment based on their needs in relation to what they offer - effectively utilise on-line learning environments in all circumstances (physical classroom, on-line, and hybrid learning)
Targeted Competences: *The competences the teachers/trainers will acquire/enhance during this module are:*	*- adaptability* *- selecting digital resources (DigiCompEdu)* *- creating and modifying digital resources (DigiCompEdu)* *- managing, protecting, and sharing digital resources (DigiCompEdu)* *- collaborative learning (DigiCompEdu)*
Content, Resources and tools: *During the implementation of this module the following training content and resources will be used:*	The following content will be used during the implementation of this module: • ppt presentation "1_Module 2_Introduction" • ppt presentation "2_Module 2_Online Learning Environment Example" • ppt presentation "3_Module 2_Learning Environment – e-Class Structure" • Google Classroom platform
Training Methodology and Approach *The following training methodology/ies and/or approach/es will be utilised to implement the training:*	*During the course of the module the participants will engage in:* *- Presentation of information and open discussion* *- Problem-based Training/Learning (PBL) through their engagement in hands-on team activity*
Description of the module activities:	**Module Activity 1 – *Introduction to the online learning environments*** *Description of the activity:* Introduction to the module (description, learning outcomes, targeted competences, etc.) and an introduction to the content of the module by presenting:

	- What is an online learning environment? - Common features of an online learning environment - Additional features found in online learning environments - Examples of online learning environments *Estimated Time:* 35’ minutes *Training Content:* The learners are presented with multiple definitions of an online learning environment to allow for the comprehension of multiple aspects of an online environment. The definition of online learning is also referenced as it is what the objective of an online learning environment relates to. Following the definitions, learners are introduced to the common features of online learning environments as well as some additional features some of them have to offer. Concluding this activity, learners are presented with 3 well-known examples of an online learning environment. *Resources, Tools:* *ppt presentation “1_Module 2_Introduction”* **Module Activity 2.1 – Presentation of an *Online Learning Environment Example*** *Description of the activity:* Learners are presented with a step-by-step guide on how to create and design your own lesson in a learning environment as an example of such. The process will allow the learners to comprehend all actions that need to be taken in order to result in a complete online lesson, from creating a new lesson, to adding content and setting the grading process through the different student assignments. The process is then showcased in the actual online learning environment platform that was chosen to be used for demonstrating the example. *Estimated Time:* 40’ minutes *Training Content:* For the example of the online learning environment, Google Classroom was used as it is easier to set up and use by an already existing google account. The learner is presented with: - How to create a class - How to enroll students - What is its basic 4-axis structure - How to upload learning content - How to set assignments for students - How to evaluate students’ learning

	- How to grade students by setting up and using the provided grading system *Resources and Tools:* ppt presentation "2_Module 2_Online Learning Environment Example" Google Classroom platform **Module Activity 2.2 – *Creation of a lesson at the Online Learning Environment Example*** *Description of the activity:* Learners, working in teams, are asked to enter the Google Classroom platform and create their own class by: - Naming and describing the classroom - Enrolling students (one another in the team) - Uploading ready-made (found online) learning content - Setting up 2 or more assignments - Grading their peers (even without completing the assignments – to see the grading process) *Estimated Time:* 30' minutes *Training Content:* The learners are asked to work in teams and use one of the common online learning environment platforms to set up their own lesson/class. By engaging with this hands-on activity learners will be asked to utilize all the main features of the platform and more specifically: - Set up a lesson and enroll students - Upload and structure the learning content available to students - Create assignments linked to the learning content - Set up and implement an online grading system *Resources, Tools:* Google Classroom platform **Module Activity 3 – Learning Environment – e-Class Structure** *Description of the activity:* Learners will be presented with one logic structure of an online learning environment and an online class/lesson and how to facilitate this structure by utilizing the available online learning environment features. *Estimated Time:* 25' minutes

	Training Content: Learners are presented with one common 2-level structure of an online learning environment revolving around and focusing on the curriculum and the lessons. Furthermore, learners will be introduced to the structure of a lesson/e-Class (sub-part of the curriculum). Each part of this structure is linked with multiple features of the online learning platforms. There is also a reference on the role of the syllabus of a lesson which is also an ONLIFE project suggestion to record different modules of this training and may also be used when designing an online lesson of an online learning environment. *Resources, Tools:* ppt presentation "3_Module 2_Learning Environment – e-Class Structure" **Module Activity 4 – Reflection** *Description of the activity:* Discussion on what was presented, learned and worked-on during the course of this module in order to reflect on the learning outcomes of the learners in relation to the learning objectives of this module. *Estimated Time:* 10-15' minutes *Training Content:* The trainer will engage in discussion with the learners and reflect on the learning content of the module: - What is an online learning environment - Examples of an online learning environment - How to set up and structure an online learning environment and an online lesson *Resources, Tools:* Guided discussion techniques
Evaluation Method: *The learning outcomes and the acquisition and or enhancement of the targeted competence(s) will be evaluated using the following evaluation methods:*	The evaluation of the learning outcomes of this module will occur gradually through the course of its implementation in regard to the learning objectives set. More specifically: • Activity 1. Through open discussion • Activity 2. Through the outcomes of the hands-on activity and open discussion during the presentation of 2.1. • Activity 3. Through open discussion • Additionally, the trainer will also utilize the reflection time to further link his/her observations of the learners' progress with the learning objectives of this module.

Possible (future) extensions: *The instructor may extend the context of this module by:*	The trainer may extend this module by: Additional hands-on activity: Following Activity 3, and using the content of the module, learners in teams, will use the ONLIFE platform, as teachers, to set up this module as an online lesson. At the end, teams will present their lessons and the trainer will provide them with access to the online ONLIFE 2nd module to compare and observe any differences that may be in relation to their design. Adding to this activity, given that there is enough time, learners will be asked to develop the syllabus of module 2. Follow-up project: The trainer asks learners to implement one of their own lessons using an online learning environment. Following the implementation, they are asked to compile a short report and a 2-3 page presentation to present the outcomes of their lesson to their peers in a follow-up online meeting.

5.3 Module 3: Digital Skills for online teaching

Module Name:	***Module 3: Digital Skills for online teaching***
Module Description:	This module will train teachers/trainers on how to - organize ideas for teaching - support collaboration among students - create and interpret the results of on-line quiz or questionnaire - collect students' opinions - give feedback to students
Learning Outcomes: *Teachers/trainers following the completion of the module should be able to:*	*Teachers following the completion of the course should be able to:* *Understand and develop:* - organizing teaching ideas in a file (document/ presentation/ infographics etc) - supporting collaboration among students with community tools - conducting assessment for/as/of on-line learning using digital tools *Learn:* - creating and sharing a concept map for a unit or a lesson - using on-line feedback tools for collecting students' opinions - searching for and using on-line tools to facilitate teaching/learning - creating a quiz/questionnaire, using an on-line tool and interpreting the results *Acknowledge and promote:* - choosing the right on-line tools for organizing ideas - giving effective feedback to students - sharing best practices

Targeted Competences: *The competences the teachers/trainers will acquire/enhance during this module are:*	*The context of this module will target the acquisition and/or enhancement of the following competences of the participants:* - Collaborating through digital technologies - Creatively using digital technologies - Creating educational digital content - Distributing learning resources in various forms so as to make them accessible to all students
Content, Resources and tools: *During the implementation of this module the following training content and resources will be used:*	*The following content will be used during the implementation of this module:* ● *Presentations* ● *YouTube videos* *And the following digital tools:* ● *Mentimeter* ● *Prezi*
Training Methodology and Approach *The following training methodology/ies and/or approach/es will be utilised to implement the training:*	*During the course of the module the participants will engage in:* - *Creating materials* - *Creating quizzes/questionnaires*
Description of the module activities:	**Module Activity 1 – *Organizing ideas*** *Description of the activity: Teachers will learn about new ways to organize learning content. On-line documents, presentations, infographics, concept maps will be presented. They will follow the way they work with some applications to create materials that they will use in teaching.* *The applications with which they will be able to make materials are:* *- Mind Map* *- Prezi* *- Coggle* *Estimated Time: 40 minutes* *Training Content:* - *Presentation by the instructor* - *Team hands-on to produce digital content* *Resources, Tools:* ● https://bubbl.us/ ● https://coggle.it/ ● https://www.youtube.com/watch?v=OBITNezSmLY&t=3s ● https://www.youtube.com/watch?v=tsdOzknvcT4&t=1s ● https://www.youtube.com/watch?v=W1v3ILOnfGs&t=80s

	● https://www.youtube.com/watch?v=XY-YjF57wFs&t=1s **Module Activity 2 – *Making quizzes or questionnaires*** *Description of the activity: The teachers will create a questionnaire using Google Forms or another online assessment tool. The instructor shows the item types, how to set the score, the layout settings, the share settings.* *Estimated Time: 40 minutes* *Training Content:* - *Work on questionnaire* *Resources, Tools:* ● *https://www.google.com/forms/* ● *https://kahoot.com* ● *https://www.youtube.com/watch?v=KJgZZQcsSPk&t=1s* ● *https://www.youtube.com/watch?v=pAfnia7-rMk&t=1s* ● *https://www.youtube.com/watch?v=U8GMbLeeU7A&t=1s* ● *https://www.youtube.com/watch?v=p4llNhYinuM&t=3s* **Module Activity 3 – *Feedback Tools*** *Description of the activity: They will become familiar with feedback tools. They will identify situations in which their use is necessary. Each participant will share his feedback form/question/idea.* *Estimated Time: 20 minutes* *Resources, Tools:* ● https://answergarden.ch/ ● https://www.tricider.com/ ● https://www.youtube.com/watch?v=UFVTtE9kSaU&t=1s ● https://www.youtube.com/watch?v=k86LHwORlA0&t=1s ● https://www.youtube.com/watch?v=ECO2ZnCunvc&t=1s **Module Activity 4 –*Evaluation*** *Description of the activity: Each participant will share his ideas, and thoughts in a padlet.* *Estimated Time: 20 minutes* *Training Content:* - *Each participant gives his opinion/ideas/thoughts about the module* *Resources, Tools:* *https://padlet.com/*

Evaluation Method: *The learning outcomes and the acquisition and or enhancement of the targeted competence(s) will be evaluated using the following evaluation methods:*	*The evaluation of the learning outcomes of this module will occur gradually through the course of the module adapted to the learning objectives of each training activity.* *More specifically:* *Introduction* *From practice to theory – using on-line tools* *Hands-on activity – through the observation of the presentation of the participants' team*
Possible (future) extensions:	*The instructor may extend the context of this module by:* *Additional Hand-on Activity: Participants work in teams to prepare a presentation of a combination of on-line tools that will support students' self-regulated learning* *Follow-up project: The instructor may assign participants to work in teams on a project of developing a student classroom activity using the following digital tools to engage students in real-life problem-solving situations…*

5.4 Module 4: Cooperating, sharing resources and co-teaching

Module Name:	**Online training for learning with online learning environments**
Module Description:	*This module will train teachers/trainers on how to* - participate in a learning community on a school and/or international level to share resources - select, create and adapt digital resources - explore co-teaching practices - cooperate in creating resources - cooperate in creating a repository
Learning Outcomes: *Teacher/trainers following the completion of the module should be able to:*	*Teachers following the completion of the course should be able to:* *Understand and develop:* - Teachers' needs to empower hybrid competences - co-teaching as a practice - effective co-planning by constructing learning and teaching experience - co-generative dialogue - co-assessing learning *Learn:* - analyse teachers' needs to empower hybrid competences - fill the gap between theoretical knowledge of digital tools and competences to be translated into teaching practice - select, create and adapt digital resources

	Acknowledge and promote: - strategies to adapt resources in hybrid digital education - *team work* - share resources with colleagues - long-life learning
Targeted Competences: *The competencies the teachers/trainers will acquire/enhance during this module are:*	*The context of this module will target the acquisition and/or enhancement of the following competencies of the participants:* - adaptability - collaborative learning - cooperation - co-creation of resources - management, protection, and sharing digital resources
Content, Resources and tools: *During the implementation of this module the following training content and resources will be used:*	*The following content will be used during the implementation of this module:* *- powerpoint presentation* *- video* *And the following digital tools:* *- Google Form* *- Google Sheets* *And the following resources:* *-DigiCompEdu(https://joint-research-centre.ec.europa.eu/digcompedu_en)*
Training Methodology and Approach *The following training methodology/ies and/or approach/es will be utilised to implement the training:*	*e.g. During the course of the module the participants will engage in:* *- Presentation of information and open discussion* *- Problem-based Training/Learning (PBL) through their engagement in hands-on team project activity*
Description of the module activities:	**Module Activity 1 – *Introduction to the course. The importance of sharing resources for teachers.*** *Description of the activity:* This activity will introduce the advantages of sharing resources and show how to share them. Analysis of good practices. *Estimated Time:* *30 minutes* *Training Content:* The content will be introduced by the trainer presenting (PPT presentation) the advantages of sharing resources and after watching a video discussion will be held.

Resources, Tools:
Power point presentation based on the following articles:

1. **Promoting teachers' knowledge sharing. The fostering roles of occupational self-efficacy and Human Resources Management**

Piety Runhaar, Karin Sanders First Published May 27, 2015 Research Article
https://journals.sagepub.com/doi/10.1177/1741143214564773

2. **Teachers' virtual communities of practice: A strong response in times of crisis or just another Fad?**

Norma Ghamrawi , *Education and Information Technologies* (2022)

3. **Making sense of teacher agency for change with social and epistemic network analysis**

Nataša Pantić, Sarah Galey, Lani Florian, Srećko Joksimović, Gil Viry, Dragan Gašević, Helén Knutes Nyqvist & Krystallia Kyritsi *Journal of Educational Change* volume 23, pages 145–177 (2022)

Videos

1. Teachers TV: Sharing Resources

https://www.youtube.com/watch?v=ISQl8zzUoJs

2. Create a classroom repository: Share lessons, assignments and questions between teachers

https://jllowton.wordpress.com/2017/04/18/create-a-classroom-repository-share-lessons-assignments-and-questions-between-teachers/

Module Activity 2 (2.1-2.3) –*Co-teaching*

Description of the activity:
In this section, the trainer will share a case study and analyse advantages and disadvantages.
Discussion question time.

Estimated Time:
45 minutes

Training Content:

1. Co-teaching in a virtual environment
From Virginia Department of Education's Training and Technical Assistance Center (T/TAC)" https://www.ttac.vt.edu/
https://www.youtube.com/watch?v=roLQd7AI3-s&t=65s
watch 6:16, 16:25, 22:50, 27:33

2. **Presentation of a case study. Co-teaching:**

Co-teaching: Strategies for sharing and Improving The Teaching Experience -AE webinar
https://www.youtube.com/watch?v=lsx43j8bJYk

	3. PBL co-teaching virtual environment https://www.bing.com/videos/search?q=PBL+co-teaching+virtual+environment&qpvt=PBL+co-teaching+virtual+environment&view=detail&mid=D005967596B13ADB8871D005967596B13ADB8871&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3DPBL%2Bco-teaching%2Bvirtual%2Benvironment%26qpvt%3DPBL%2Bco-teaching%2Bvirtual%2Benvironment%26FORM%3DVDRE ***Further readings deemed useful to participants:*** **1. Twelve Tips for teaching in a virtual environment** https://www.teachertoolkit.co.uk/2020/08/30/teaching-in-a-virtual-environment/ **2. Teaching in remote learning environments** https://www.youtube.com/watch?v=5FE0pcT5pmk **3. Collaborative teaching: sharing best practice** **https://www.aitsl.edu.au/research/collaborate/collaborative-teaching-sharing-best-practice** **4. Collaborative teaching in mainstream schools: Research with general education and support teachers** **https://files.eric.ed.gov/fulltext/EJ1268954.pdf** **5. Sharing good practice: strategies to encourage teacher collaboration** **https://blog.irisconnect.com/uk/sharing-and-collaboration-in-schools** **6. Webinar: PBL in a modern classroom** **https://mail.google.com/mail/u/1/#inbox/FMfcgzGpGBCtvzFTQrSJVSMvmqwGzTFC?projector=1** **7. TECHNOLOGY INTEGRATION Sharing Resources With Your School Community and Beyond** https://www.edutopia.org/article/sharing-resources-your-school-community-and-beyond **8. Essential Elements - The six Models of Co-Teaching** https://www.youtube.com/watch?v=21UeMPnO6-Y **9. Reimagining Co-Teachers within remote learning environments** http://katienieves.com/supportiveedtech/co-teaching-reimagined-the-six-models-within-remote-learning

	10. Using PBL to boost Online Engagement https://www.edutopia.org/article/using-pbl-boost-online-engagement **11. PBL for remote learning** https://www.pblworks.org/pbl-remote-learning **12. PBL videos** http://www.eduproject.org/pbl_videos/index.html *Resources, Tools:* *- video* *- articles* **Module Activity 3 – *Assignment, Forum and Workshop:Design of a co-teaching experience with digital tools. Cooperative work.*** *Description of the activity:* Participants are invited to read further resources to be discussed in the Forum Participants will work asynchronous and plan an example of co-teaching activity. Activities will be shared in a Workshop and will identify strong points and weak points to be improved. Participants will make a project of co-teaching: a) Analysis of the needs of participants' school context; b) Design a plan for the improvement of their school context; c) peer evaluation *Estimated Time:* 45 minutes *Training Content:* The content will be a pair work planning co-teaching in specific context. *Resources, Tools:* • Assignment • Forum • Workshop
Evaluation Method: *The learning outcomes and the acquisition and or enhancement of the targeted competence(s) will be evaluated using the following evaluation methods:*	*The evaluation of the learning outcomes of this module will occur gradually through the course of the module adapted to the learning objectives of each training activity.* *More specifically:* *Introduction – through open discussion* *From practice to theory – using on-line tools (mentimeter)* *Hands-on activity – through the observation of the presentation of the participants' team projects etc.*

Possible (future) extensions: *The instructor may extend the context of this module by:*	*The instructor may extend the context of this module by:* *Additional Hand-on Activity: Participants work in teams to prepare a presentation of a combination of on-line tools that will support students' self-regulated learning* *Follow-up project: The instructor may assign participants to work in teams on a project of developing a student classroom activity using the following digital tools to engage students in real-life problem-solving situations...*

5.5 Module 5: Online Teaching Strategies and Relevant Practices to Enable Student Learning

Module Name:	***Online Teaching Strategies and Relevant Practices to Enable Student Learning***
Module Description:	*Online teaching strategies and relevant practices to enable student learning*
Learning Outcomes: *Teacher/trainers following the completion of the module should be able to:*	*Teachers following the completion of the course should be able to:* *Understand and develop:* *- online strategies leading to effective teaching.* *- available online resources and adequacy of their selection to address specific needs and goals.* *Learn:* *- preparing online resources necessary in their particular classes.* *- embed assessment aspects in their materials, if necessary.* *Acknowledge and promote:* *- necessity of modifying online teaching strategies vs. those applied in the classroom.* *- importance of good practices.*
Targeted Competences: *The competences the teachers/trainers will acquire/enhance during this module are:*	*The context of this module will target the acquisition and/or enhancement of the following competences of the participants:* *- ability to enhance own digital literacy.* *- introduce new, online specific, ways of teaching.* *- orientation in available OERs (open educational resources).*
Content, Resources and tools: *During the implementation of this module the following training content and resources will be used:*	*The following content will be used during the implementation of this module:* *- video material.* *- written material.* *- graphic material.* *And the following digital tools:* *- Moodle VLE.*

	- MS Teams. *- OneNote.* *And the following key recourses:* *- Leighsa Sharoff, Hunter College – City University of New York: Creative and innovative online teaching strategies: facilitation for active participation, Journal of Educators Online* *- https://library.educause.edu/topics/teaching-and-learning/online-teaching-strategies* *- https://ctl.columbia.edu/resources-and-technology/teaching-with-technology/teaching-online/active-learning/* *- https://www.mentimeter.com/blog/interactive-classrooms/teaching-strategies-for-the-remote-classroom*
Training Methodology and Approach *The following training methodology/ies and/or approach/es will be utilised to implement the training:*	*During the course of the module the participants will engage in:* *- Presentation of information and open discussion (if held in the synchronous manner).* *- Studying presented material and critically analyze own beliefs and judgements.* *- Integrating new thought patterns and educational concepts in creating own courses.*
Description of the module activities:	**Module Activity 1 – Mentimeter/Pingo *quiz on beliefs on online education*** *Description of the activity:* The mentimeter quiz enables to reflect on own beliefs and practices in online education. *Estimated Time:* *30 minutes* *Training Content:* *Learning ways to eliminate silence during an online (and not only) course.* *Resources, Tools:* ***https://www.mentimeter.com/*** ***https://pingo.coactum.de/*** **Module Activity 2 – *Creating and maintaining a strong presence*** *Description of the activity:* This provides hints on how to initiate and maintain interactions in the online environment. *Estimated Time:* 30 minutes *Training Content:* *Learning ways to engage students in an active online participation.* *Resources, Tools:* Teams **Module Activity 3 – Assignments and assessment** *Description of the activity :* Learning ways to design and evaluate (possibly with technology) students' assignments.

	Estimated Time: 30 minutes *Training Content:* *Creating individual and group assignments to facilitate students' learning.* *Resources, Tools:* OneNote, MS Teams Homeworks
Evaluation Method: *The learning outcomes and the acquisition and or enhancement of the targeted competence(s) will be evaluated using the following evaluation methods:*	*The evaluation of the learning outcomes of this module will occur gradually through the course of the module adapted to the learning objectives of each training activity.* *More specifically:* - *Creating an own mentimeter/Pingo quiz related to the specific subject of the teacher.* - *Creating/recording a video welcome message to specific online course held by the teacher.* - *Creating an assignment connected to a specific online course held by the teacher and explaining its grading.*
Possible (future) extensions: *The instructor may extend the context of this module by:*	Following presented key resources and resources called upon in them. Following other modules of this course.

5.6 Module 6: Effective communication and collaboration using technology

Module Name:	**Effective communication and collaboration using technology**
Module Description:	*This module will train teachers/trainers on how to use new technologies to establish effective and efficient communication.*
Learning Outcomes: *Teacher/trainers following the completion of the module should be able to:*	*Teachers following the course should be able to:* *Understand and develop:* ● *the needed communication skills* ● *methods of organizing joint events* ● *principles of cooperation and co-creation* *Learn:* ● *about methods of communication and dissemination* ● *to develop regional and international communications* ● *the Dos and Don'ts in online and blended communications* ● *the means and specs for adapting to change* *Acknowledge and promote:* ● *topics of ONLIFE results of the ONLIFE project*

Targeted Competences: *The competences the teachers/trainers will acquire/enhance during this module are:*	*The context of this module will target the development and/or enhancement of the following competences of the participants:* ● *Communication* ● *Planning and Organizing* ● *Flexibility and adaptability* ● *Cooperation* ● *Co-creation* ● *Critical thinking (for the do's and don'ts in online and blended communications) etc.*
Content, Resources and tools: *During the implementation of this module the following training content and resources will be used:*	*The following content will be used during the implementation of this module:* ● *presentations* ● *online videos* ● *docs* *And the following digital tools:* ● *Prezi* ● *Google Docs* ● *Quizlet* ● *Kahoot* ● *Youtube* ● *Mentimeter* *And the following resources:* *DigiCompEdu* *(https://joint-research-centre.ec.europa.eu/digcompedu_en)* *https://www.forbes.com/sites/solrogers/2019/10/15/the-role-of-technology-in-the-evolution-of-communication/*
Training Methodology and Approach *The following training methodology/ies and/or approach/es will be utilised to implement the training:*	*During the course of the module the participants will engage in:* ● *Presentation of information and open discussion* ● *Problem-based Training/Learning (PBL) through their engagement in hands-on team project activity* ● *Sharing best practices* ● *Getting out of the participants' comfort zone*
Description of the module activities:	**Module Activity 1 – *What technological communication tools are available?*** *Description of the activity:* In this activity, participants will learn about the technological tools that are available to everyone in order to establish effective communication, so that they can later use them.

	Estimated time: 20 minutes *Training Content:* At the beginning it will be up to the participants to list all the tools they know, e.g. through the Kahoot programme. Afterwards, the module will provide in-depth explanation on the existing technological tools. *Resources, Tools:* -Kahoot -Short video presentations -Final quiz **Module Activity 2 – P*utting communication methods into practice*** *Description of the activity:* Participants will be tested in using a method of international communication that is new or little used by most of them. The aim is to enable them to use it on their own after training. *Estimated Time:* 30 minutes *Training Content:* Participants are presented with various technological communication methods. They will learn in detail how they work and how they are used in the best possible way. Afterwards, the participants are urged to use these communication methods among themselves. *Resources, Tools:* -Presentations -Videos -Internet **Module Activity 3 – T*he Dos and Don'ts. Good practices.*** *Description of the activity:* Learn what actions or behaviours to take in online and blended communications, and what not to do. *Estimated Time:* 20 minutes *Training Content:* Participants are provided with techniques to be used when communicating, in order to be able to do so as effectively as possible. In addition, different examples of positive and negative situations will be given.

	Resources, Tools: -Presentations -Videos -Kahoot **Module Activity 4 – Final Evaluation** *Description of the activity:* Participants will reflect on what they have learnt throughout the module, and in this last activity they will synthesise what they consider to be a good use of technological tools in communication. *Estimated Time:* 30 minutes *Training Content:* Use the padlet to represent what they have learned. *Resources, Tools:* -Padlet
Evaluation Method: *The learning outcomes and the acquisition and or enhancement of the targeted competence(s) will be evaluated using the following evaluation methods:*	*The evaluation of the learning outcomes of this module will occur gradually through the course of the module adapted to the learning objectives of each training activity.* *More specifically:* ***What technological communication tools are available?*** ***Putting communication methods into practice*** ***The Dos and Don'ts. Good practices*** ***Final Evaluation***
Possible (future) extensions: *The instructor may extend the context of this module by:*	Finding new activities to propose to teachers in order to further boost their communication and cooperation skills by using digital tools. *Additional Hand-on Activity: Participants are asked to prepare a presentation of a combination of on-line tools that will support students' self-regulated learning* *Follow-up project: The instructor may assign participants to work in teams on a project of developing a student classroom activity using the following digital tools to engage students in real-life problem-solving situations.*

5.7 Module 7: Adaptive teachers for disruptive learning scenarios: looking for digital solutions

Module Name:	**Adaptive teachers for disruptive learning scenarios: looking for digital solutions**
Module Description:	This module will train teachers/trainers on how to confront situations which were not planned and require them to investigate digital responses. The module will request teachers to identify these situations and explore how to confront them for different learning scenarios, for example f2f, hybrid, or completely online. The module will give attention to using cloud education approaches to solve these new problems.
Learning Outcomes: *Teacher/trainers following the completion of the module should be able to:*	Teachers following the completion of the course should be able to: *Understand and develop:* - characteristics of disruptive scenarios in society and in educational settings - identify digital components for adaptive disruptive education - design solutions for transforming regular learning scenarios into cloud learning scenarios *Learn:* - analyse the characteristics of disruptive learning scenarios from pedagogical, institutional and organisational dimensions - devise the technical dimensions of digital education solutions - select cloud computing approaches for hybrid/online education - lead the implementation of solutions for disruptive education *Acknowledge and promote:* - codesign strategies for adaptive learning solutions - team work - ethical aspects of hybrid digital education
Targeted Competences: *The competences the teachers/trainers will acquire/enhance during this module are:*	The module will target the acquisition and/or enhancement of the following competences of the participants: - Ability to establish leadership for promoting a shared vision on confronting disruptive situations in the educational organisations - Ability to creatively use digital solutions in different educational contexts - Ability to critically assess your own practice and develop their understanding of effective and sustainable interventions - Disposition to motivating, encouraging, trusting and valuing colleagues to explore digital approaches for both disruptive situations - Commitment to foster inclusion, cross-cultural skills and equal opportunity in today's complex education - Skills on using, developing, creating and managing hybrid solutions for adaptive education, including applications, devices, and networks for improving the existing operations
Content, Resources and tools: *During the implementation of this*	The following resources will be used during the implementation of this module: - Digital presentations using Power Point - Short introductory video clips

module the following training content and resources will be used:	- Documents in digital format And the following resources: - DigiCompEdu (*https://joint-research-centre.ec.europa.eu/digcompedu_en*) - Project L-CLoud (https://www.l-cloud.eu/en_US/) - Different documentation and examples of real interventions in disruptive situations
Training Methodology and Approach *The following training methodology/ies and/or approach/es will be utilised to implement the training:*	During the course of the module the participants will engage in: - Presentation of information and open discussion - Analysis of good practices - Project-based Training/Learning through their engagement in hands-on project activity
Description of the module activities:	**Module Activity 1 – Introduction to disruptive education** *Description of the activity:* This module will contextualise disruptive education as a situation that has not been planned and, consequently demand to give a solution to the consequences in a creative, and mainly digital way. There is a need for leadership to confront this situation, which imply to acquire/reinforce a series of competencies. *Estimated Time:* 1 hour *Training Content:* The content will be based on a document presented by the lecturer *Resources, Tools:* • Examples of common disruptive situations and their consequences, mainly coming from the COVID-19 pandemic • Model of competencies for educational leadership **Module Activity 2 – Leadership for digital cloud education** *Description of the activity:* In this module, we will explore the competencies necessary for leading digital cloud education at the school. Also, participants will identify examples of good practices, tackling a variety of problems and solutions for disruptive scenarios and their consequences. Each student will work individually, and will prepare a presentation for his/her identified scenario. *Estimated Time:* 1 hour

	Training Content: - Document to read and comment *Resources, Tools:* • Power Point • Web portals with examples and tools • Fill-in form for the description of the identified scenario **Module Activity 3 – Design of an educational intervention (hybrid mode) mediated by digital tools. Collaborative activity** *Description of the activity:* Elaboration of a small project tackling (the consequences of) a disruptive situation, following these steps: a) Analysis of the needs of the socio-educational context; b) Design a plan for the implementation of a solution adapted to a specific context; c) Identification of the dilemmas, benefits and potential risks of the proposed solution on individuals and institutions. *Estimated Time:* 2 hours *Training Content:* - Short video presentation by the lecturer - Selection of a disruptive situation and its consequences - Design of a project tackling a specific problem identified during the disruptive situation *Resources and Tools:* - Zoom and Power Point
Evaluation Method: *The learning outcomes and the acquisition and or enhancement of the targeted competence(s) will be evaluated using the following evaluation methods:*	The evaluation of the learning outcomes of this module will occur gradually through the course of the module adapted to the learning objectives of each training activity. More specifically: Introduction – through online questionnaire From practice to theory – using on-line tools (Mentimeter) Hands-on activity – through the presentation (Power Point or similar) of the participants project
Possible (future) extensions: *The instructor may extend the context of this module by:*	*The instructor may extend the context of this module by:* Additional Hands-on Activity: Participants work individually to prepare a presentation of a combination of on-line tools that will support participants' self-regulated learning. Follow-up project: The instructor may assign participants to work on a project of developing a student classroom activity using different digital tools to engage participants in real-life problem-solving situations.

5.8 Module 8: Teachers as Future Multipliers – How To

Module Name:	Teachers as Future Multipliers – How To
Module Description:	This module will train teachers/trainers to become better multipliers and promote the ONLIFE project by equipping them with the necessary competences.
Learning Outcomes: *Teacher/trainers following the completion of the module should be able to:*	Teachers following the completion of the course should be able to: Understand and develop: - the needed communication skills - methods of organizing multiplier events - principles of cooperation and co-creation Learn: - about methods of communication and dissemination - to develop regional and international communications - the Dos and Don'ts in online and blended communications Acknowledge and promote: - topics of ONLIFE results of the ONLIFE project
Targeted Competences: *The competences the teachers/trainers will acquire/enhance during this module are:*	The context of this module will target the acquisition and/or enhancement of the following competences of the participants: - communication - planning and organizing - flexibility and adaptability - leadership - self-management - problem solving - digital literacy - resilience/self confidence - decision making - cooperation - cocreation - critical thinking
Content, Resources and tools: *During the implementation of this module the following training content and resources will be used:*	*The following content will be used during the implementation of this module:* - YouTube video - Pictures - Text
Training Methodology and Approach *The following training methodology/ies and/or approach/es will be utilised to implement the training:*	*During the course of the module the participants will engage in:* - Online poll voting - Answering short quiz questions as part of the evaluation of the accomplishment of the module's learning objectives

Description of the module activities:	**Module Activity 1 –** *What are some other key communication skills? Openly discuss with reasonings and examples.* *Description of the activity: Participants will be urged to identify communication skills that are not mentioned in this training module.* *Estimated Time: 15 minutes* *Training Content: ONLIFE PPT* *Resources, Tools: internet* **Module Activity 2 –** *Vote up to 3 steps that you think are the most important when organizing an event.* *Description of the activity: Participants will vote the three steps they find the most important when organizing an event. The goal of this activity is to showcase that different people have different priorities and that there is no right or wrong answer.* *Estimated Time: 15 minutes* *Training Content: ONLIFE Moodle material* *Resources, Tools: internet* **Module Activity 3 - Evaluation of the accomplishment of the module's learning objectives** *Description of the activity: Participants will answer questions related to the module's teaching material through a quiz/short questions.* *Estimated Time: 15 minutes* *Training Content: ONLIFE Moodle material* *Resources, Tools: internet*
Evaluation Method: *The learning outcomes and the acquisition and or enhancement of the targeted competence(s) will be evaluated using the following evaluation methods:*	*The evaluation of the learning outcomes of this module will occur gradually through the course of the module adapted to the learning objectives of each training activity.* *More specifically:* *Communication Skills – through a short quiz* *From practice to theory – through online poll* *Final evaluation – Assess understanding through short quiz questions*
Possible (future) extensions: *The instructor may extend the context of this module by:*	*The instructor may extend the context of this module by:* *Follow-up project: The instructor may assign participants to work in teams and develop the ONLIFE promotion strategies mentioned in ACTIVITY 3.*

ANNEX I – Internal Pilot Testing

After the completion of the training module development phase, each partner conducted an evaluation of two modules developed by their counterparts. This provided a valuable opportunity for all partners to actively participate in co-evaluation and aimed to assess the effectiveness of the modules in achieving the predetermined learning objectives, as well as to identify areas that require improvement. The evaluation was conducted in accordance with established guidelines and criteria to ensure the consistency and fairness of the assessment. The results of the evaluations were shared among the partners to facilitate constructive feedback and enhance the quality of the training modules.

Assessment Procedure and Data Collection

To achieve its assessment goals, EACG, the main organization responsible for this output of the project, created and sent out an online survey using Google Forms. The survey included two (2) identification questions, fifteen (15) closed-ended questions, and two (2) open-ended questions.

The questions cover two (2) different dimensions that address the modules development. These dimensions are:

A. Evaluation of the format of each module
B. Evaluation of the content of each module

The survey is divided into two (2) sections (see above) and one (1) final section that consists of two (2) open-ended questions to record recommendations for improvement in a more detailed and descriptive way.

Data analysis includes descriptive statistics as well as content analysis procedures derived from both the open-ended questions and close-ended questions based on the partners' responses to the survey.

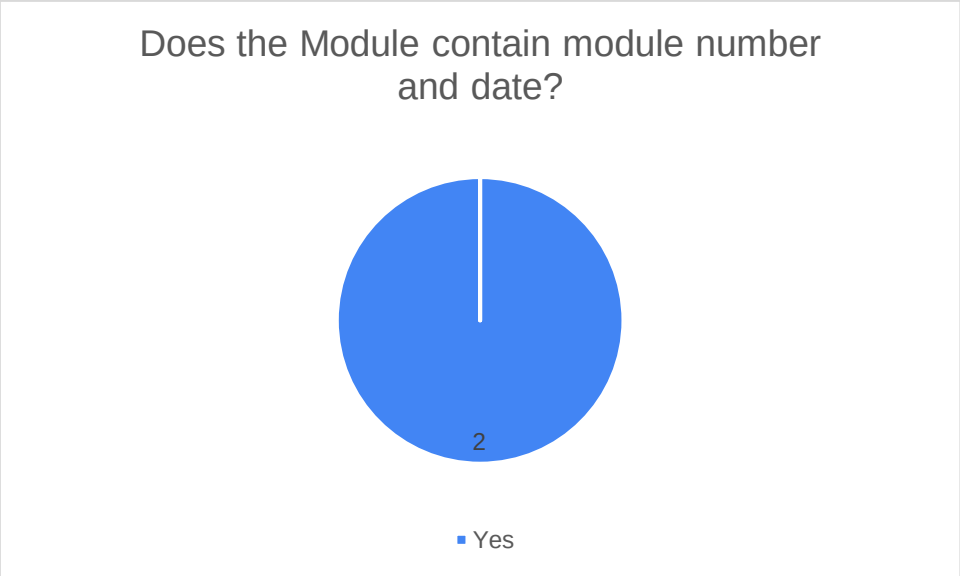
The data analysis is based on the 16 responses obtained. Each module was evaluated by two partner organizations. The findings of the data analysis are presented in the following section of this report.

Module 1: Introducing ONLIFE

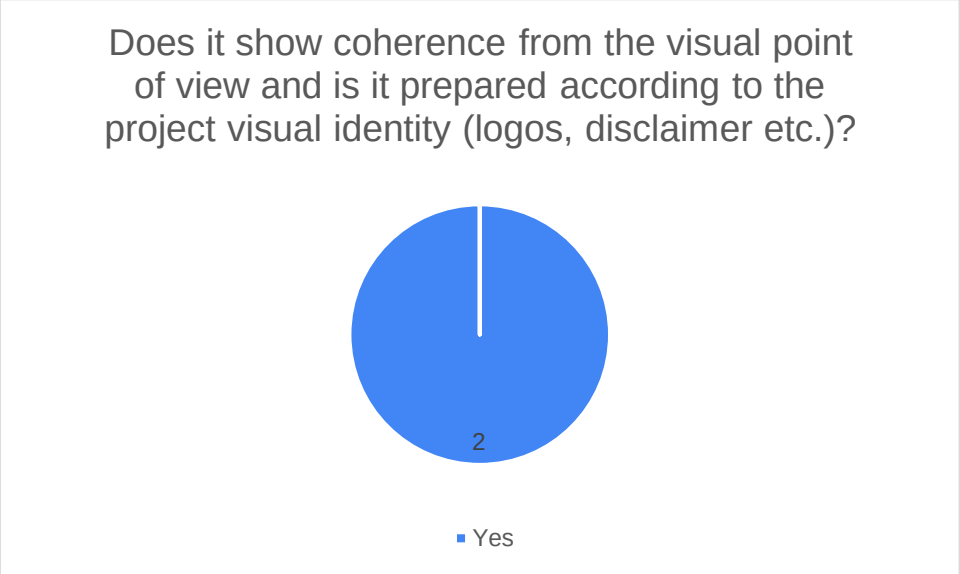
Survey's Findings

Part A – Format Questions
This section of the survey included six (6) close-ended questions that evaluated aspects of the format of each module, such as its syntax and grammar, its visual identity and its overall feature suitability. The questions used a Multiple-choice scale, which included Yes/No/Non-Applicable options. The responses are as follows:

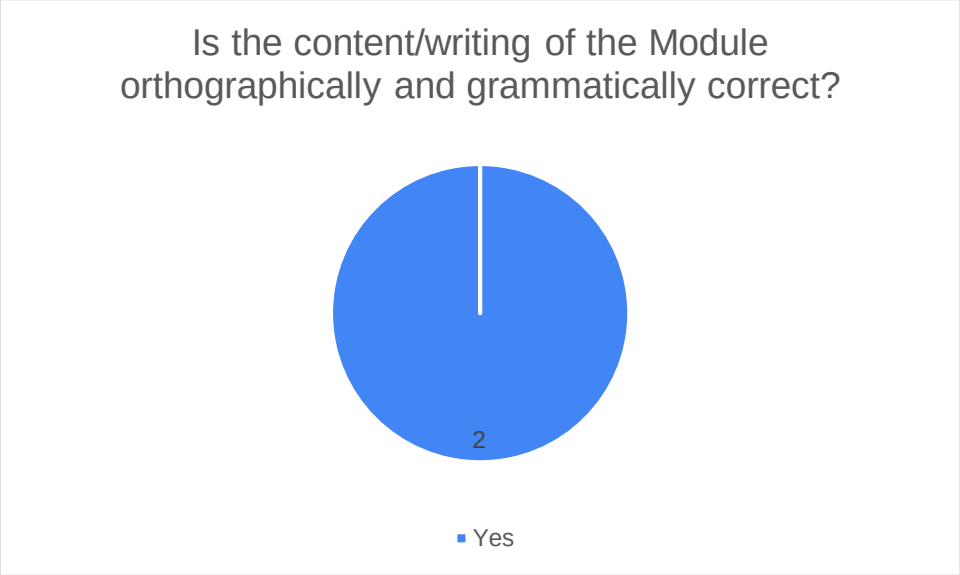
- Does the Module contain module number and date?



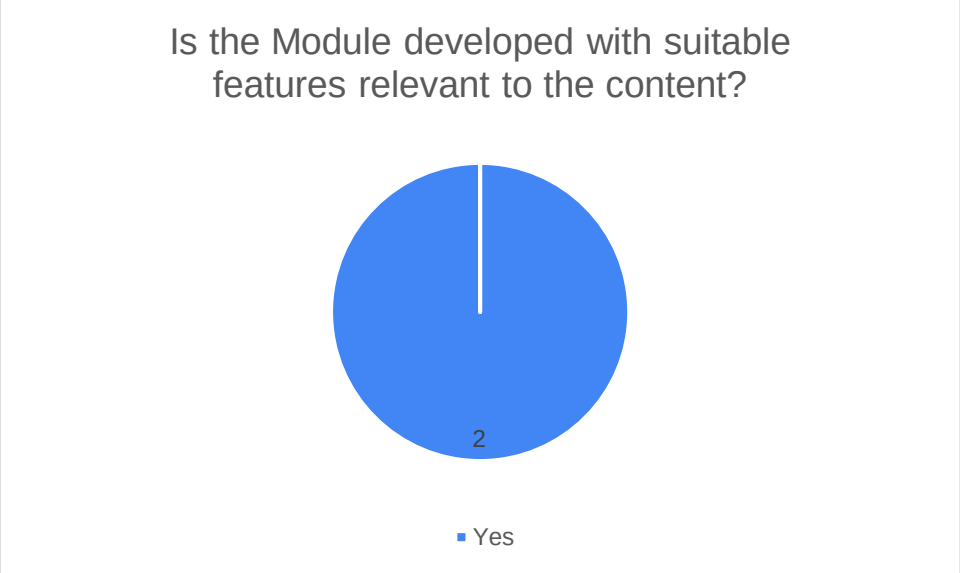
- Does it show coherence from the visual point of view and is it prepared according to the project visual identity (logos, disclaimer etc.)?



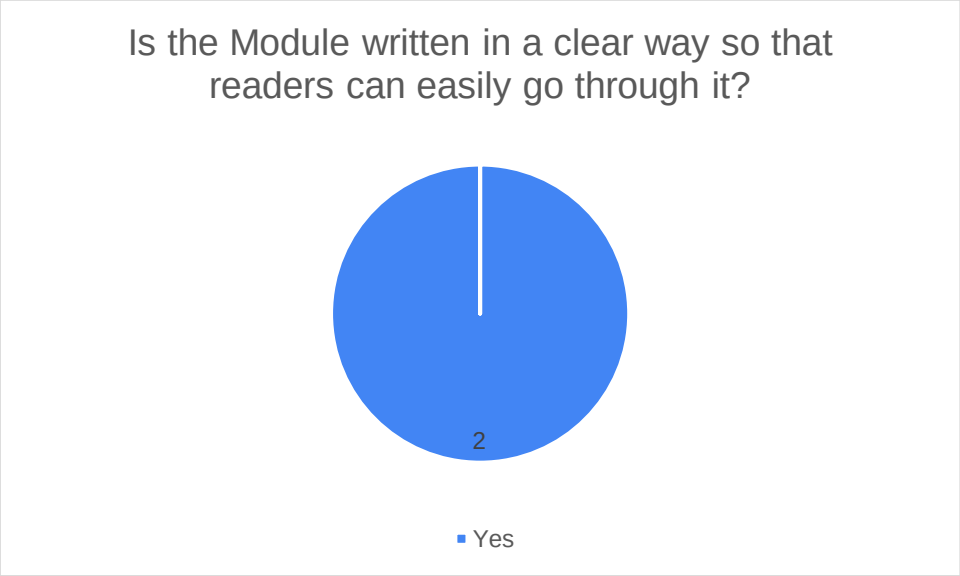
- Is the content/writing of the Module orthographically and grammatically correct?



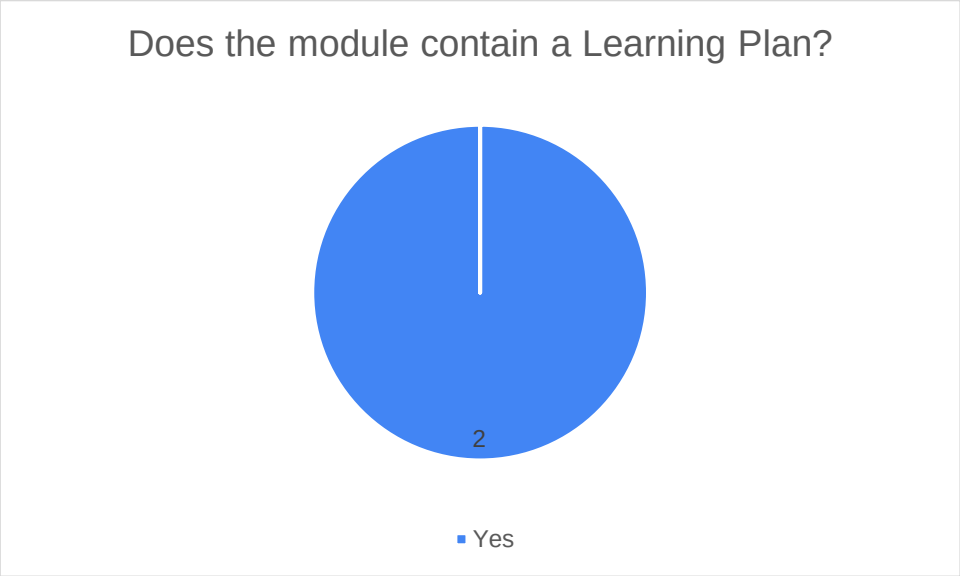
- Is the Module developed with suitable features relevant to the content?



- Is the Module written in a clear way so that readers can easily go through it?



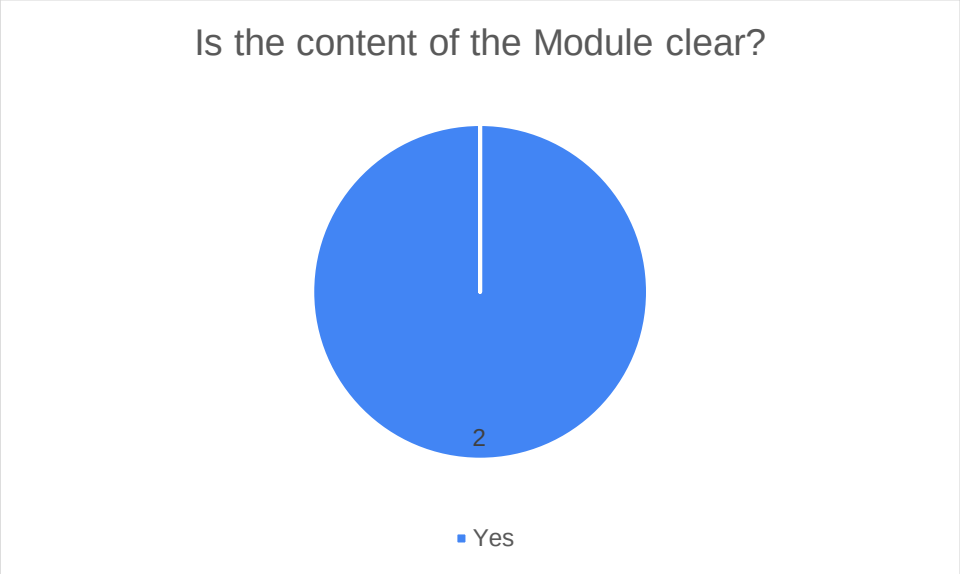
- Does the module contain a Learning Plan?



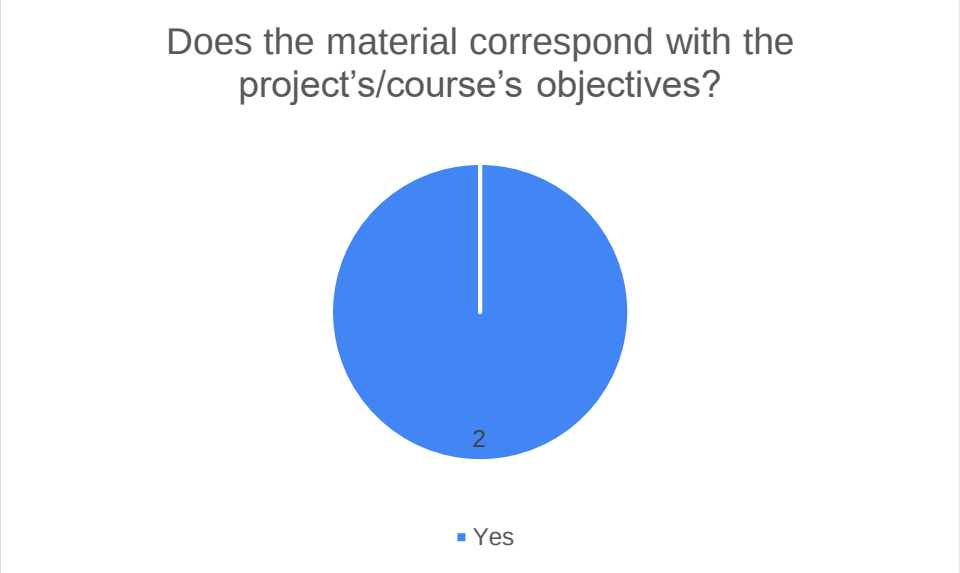
Part B – Content Questions

This section of the survey included nine (9) close-ended questions that evaluated aspects of the quality of each module, such as the clarity of the content, its interactivity and its supporting material. The questions used a Multiple-choice scale, which included Yes/No/Non-Applicable options. The responses are as follows:

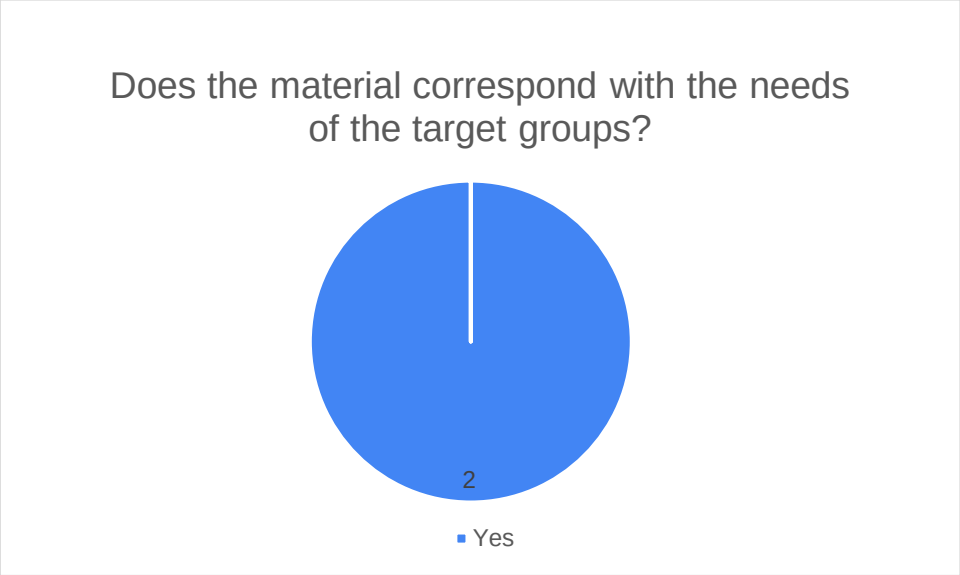
- Is the content of the Module clear?



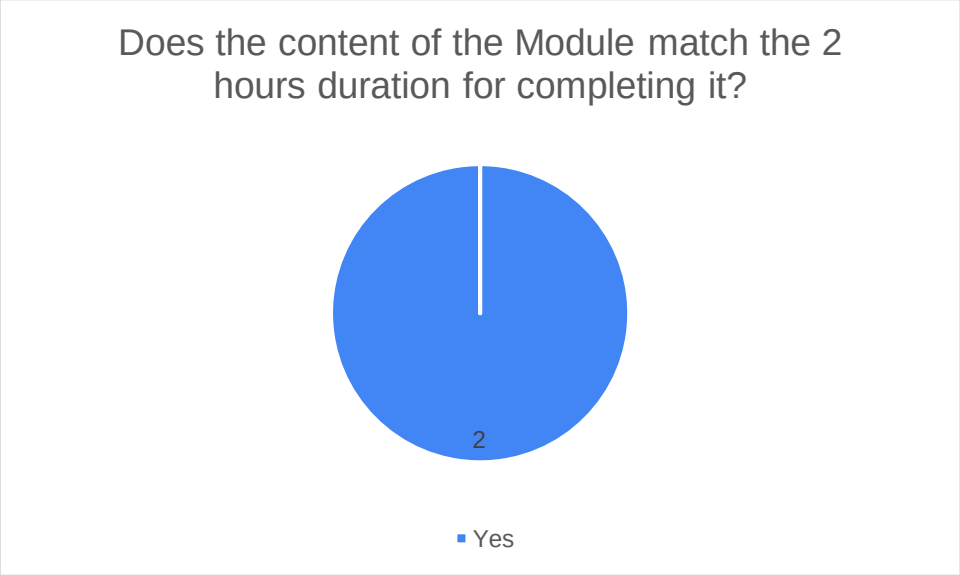
- Does the material correspond with the project's/course's objectives?



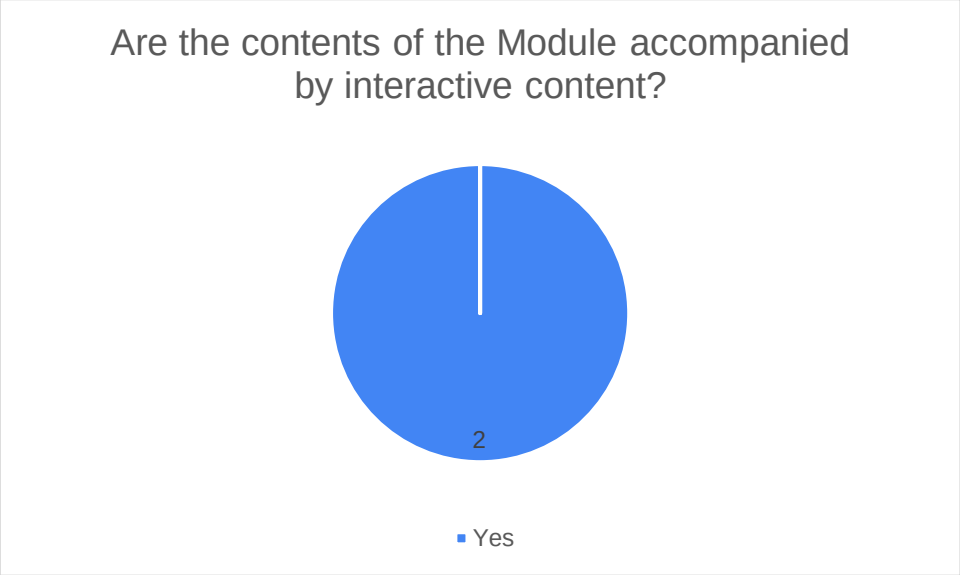
- Does the material correspond with the needs of the target groups?



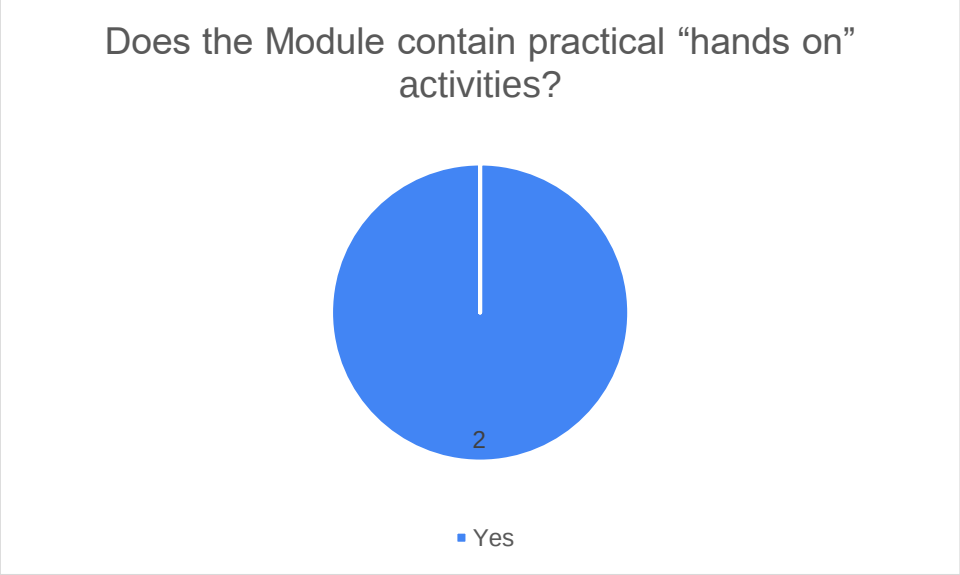
- Does the content of the Module match the 2 hours duration for completing it?



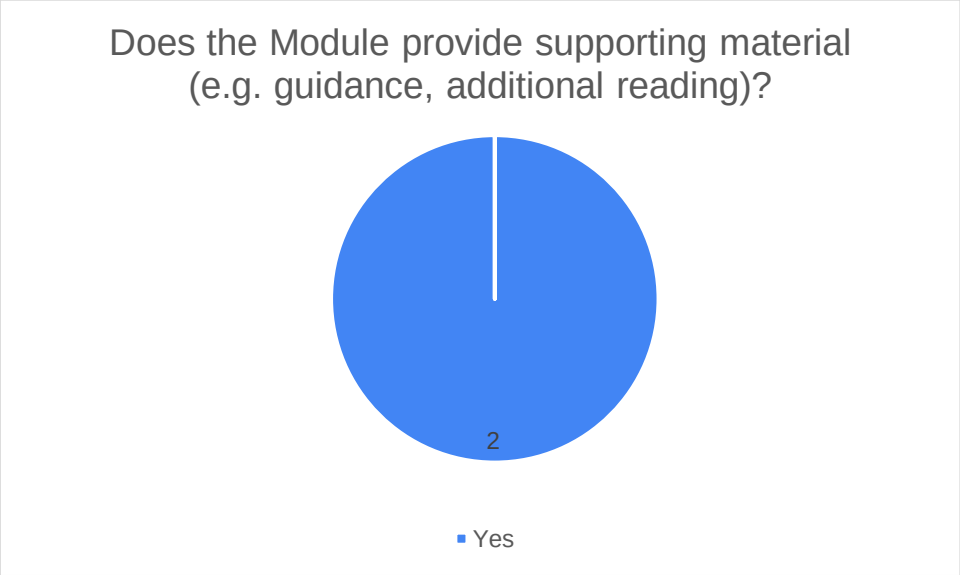
- Are the contents of the Module accompanied by interactive content?



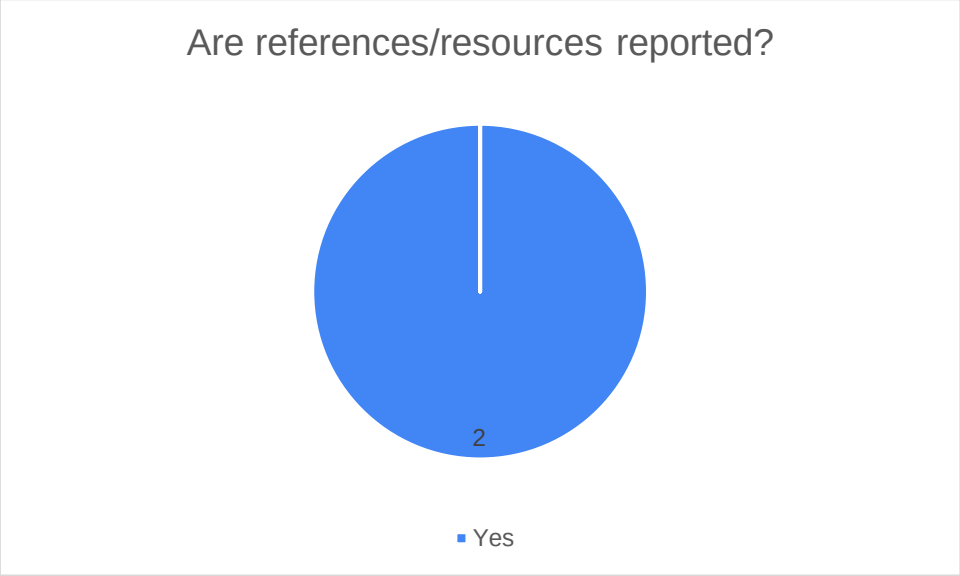
- Does the Module contain practical “hands on” activities?



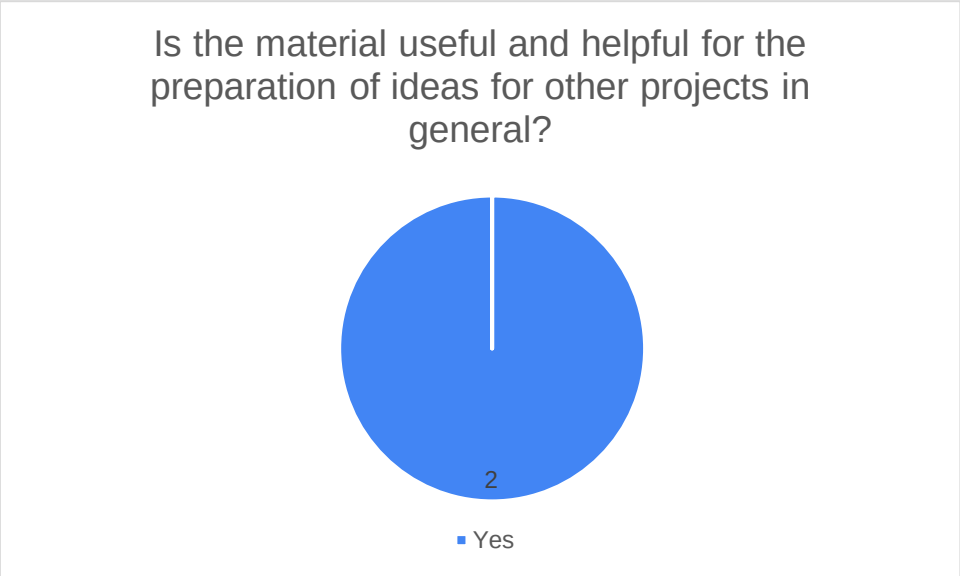
- Does the Module provide supporting material (e.g. guidance, additional reading)?



- Are references/resources reported?



- Is the material useful and helpful for the preparation of ideas for other projects in general?



Part C – Open-Ended Questions

The final part of the survey consisted of two (2) open-ended questions that aimed at recording partners' suggestions for improvement.

- Are there any sections in the module that should be removed because they are too long/beyond the topic? Please, place your suggestions in the comments.
  - i) The video of Luciano Floridi is too long - I would suggest to the readers to watch a specific section (max 8 minutes long), or edit it and upload a shorter version
  - ii) No, but based on the syllabus there are sections missing (e.g., ONLIFE examples in everyday life and ONLIFE in education)
- Please, place your suggestions for further improvement of the Learning Material (specify section for suggested improvement)
  - i) In the section "ONLIFE and You": in the first PPT, p.22/28 contains very small letters - not readable / in example 2, it would be nice if some of the examples shown as pictures were videos so that the reader can see what these apps/softwares do
  - ii) Sections to correspond to the training activities of the syllabus of the module.

Conclusion

Upon evaluation, Module 1 is deemed to be of high quality in terms of both its format and content. The module's structure and organization are considered optimal for facilitating learning, while its content is comprehensive and well-researched. However, the feedback provided on the learning material highlights some areas of improvement that could help enhance the overall quality of the module. The suggestion to shorten the Luciano Floridi video to a maximum of 8 minutes could be beneficial for readers to focus on the most critical sections. Additionally, including the missing sections, such as ONLIFE examples in everyday life and ONLIFE in education, could help improve the syllabus's completeness. Suggestions for

improvement in the Learning Material include increasing the font size in the first PPT, converting some pictures to videos, and creating sections that correspond to the training activities of the syllabus. By implementing these recommendations, the Learning Material could be more engaging and beneficial for the learners, improving their knowledge and understanding of the topic. Overall, Module 1 has been rated highly, with minor suggestions for improvement to highly meet the standards expected of an effective learning resource.

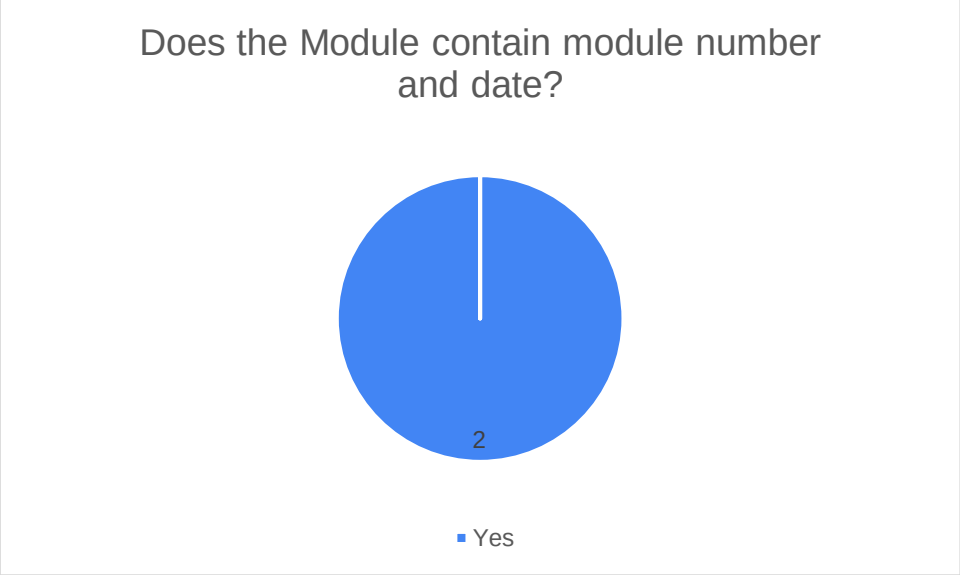
Module 2: Online Training for Learning with Online Learning Environments

Survey's Findings

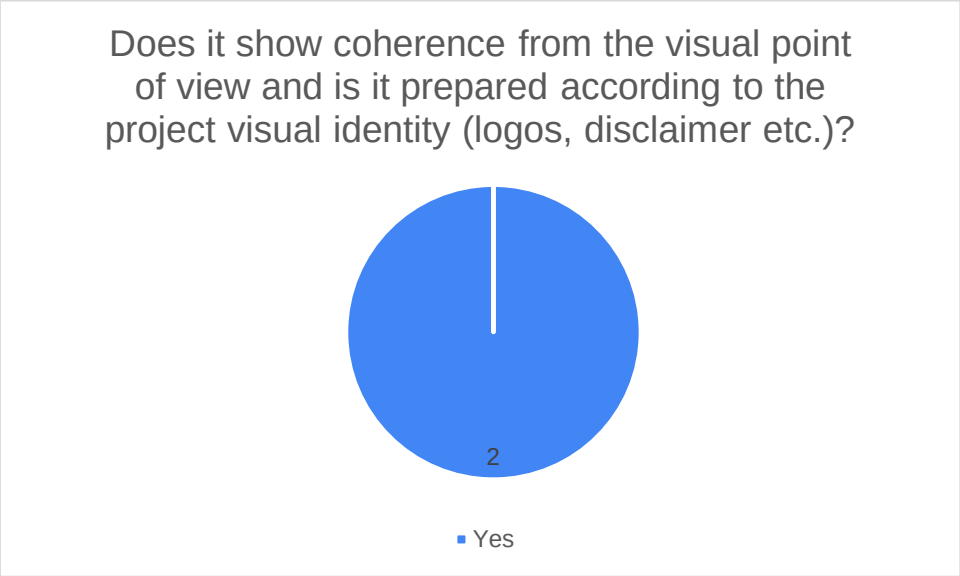
Part A – Format Questions

This section of the survey included six (6) close-ended questions that evaluated aspects of the format of each module, such as its syntax and grammar, its visual identity and its overall feature suitability. The questions used a Multiple-choice scale, which included Yes/No/Non-Applicable options. The responses are as follows:

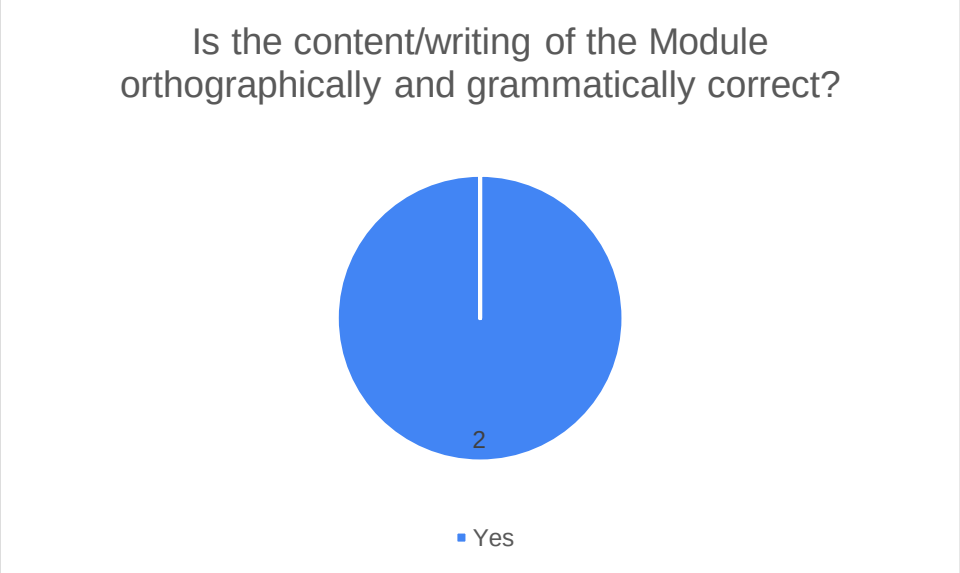
- Does the Module contain module number and date?



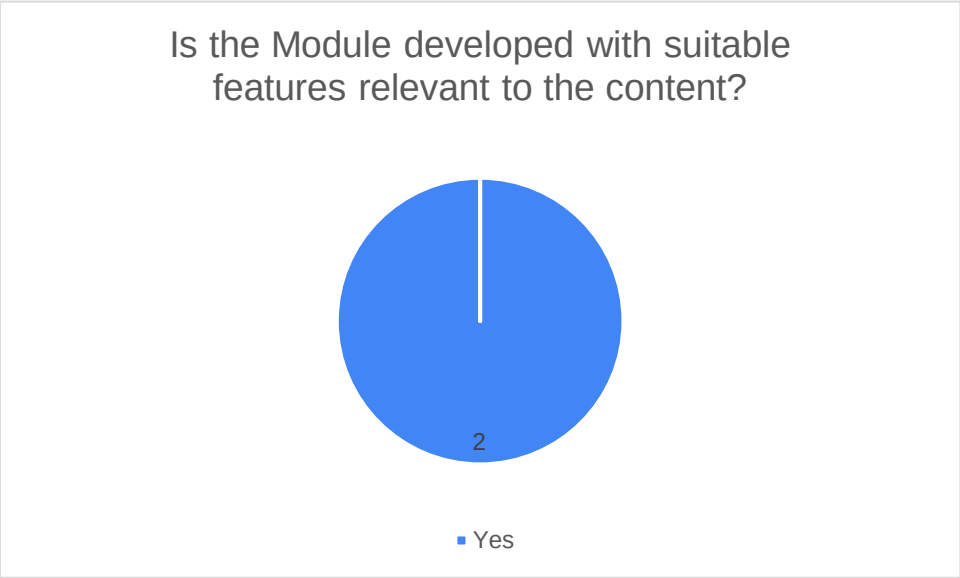
- Does it show coherence from the visual point of view and is it prepared according to the project visual identity (logos, disclaimer etc.)?



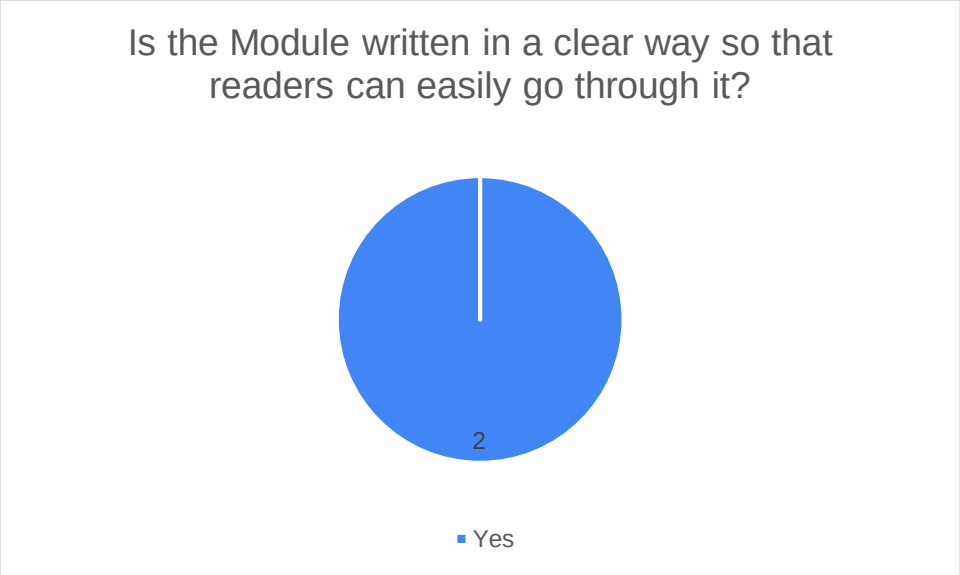
- Is the content/writing of the Module orthographically and grammatically correct?



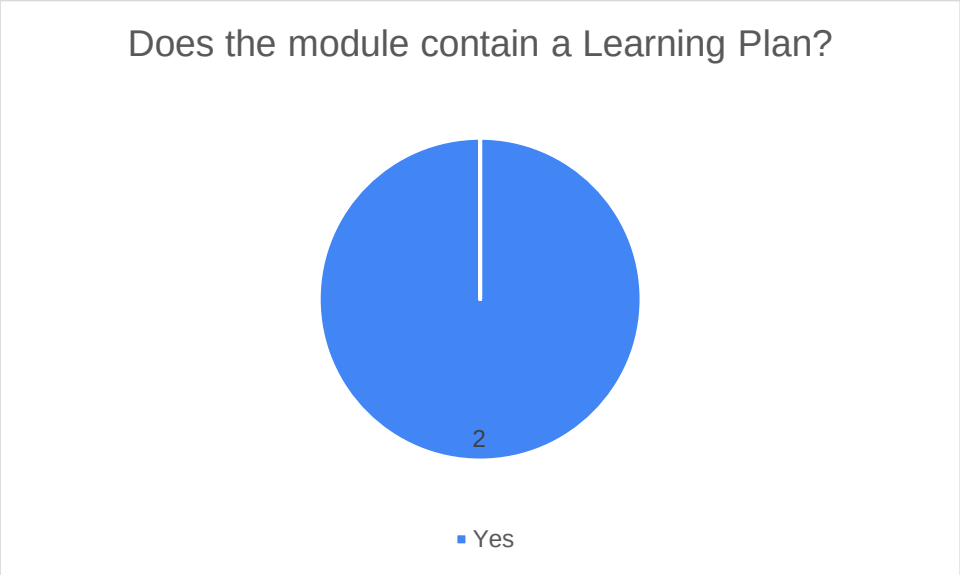
- Is the Module developed with suitable features relevant to the content?



- Is the Module written in a clear way so that readers can easily go through it?



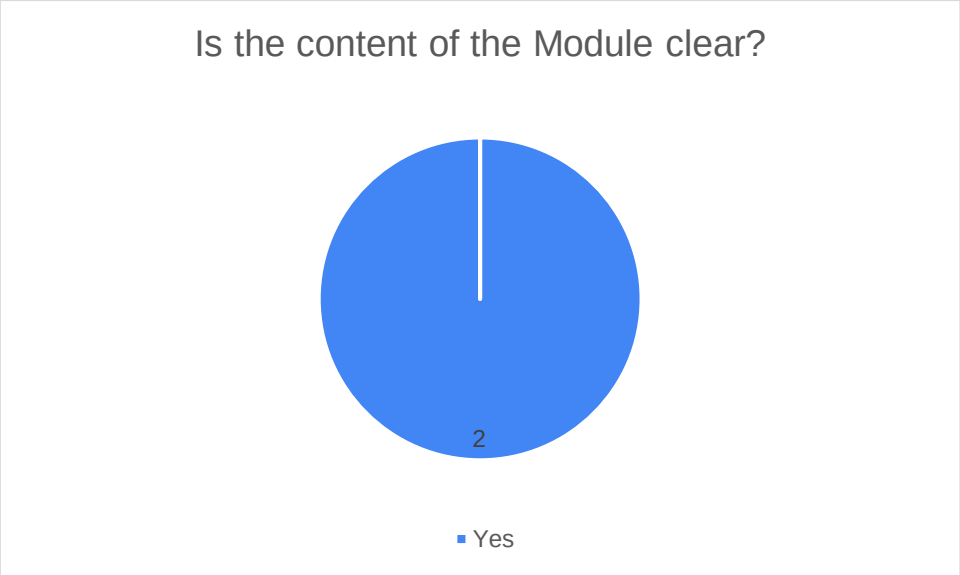
- Does the module contain a Learning Plan?



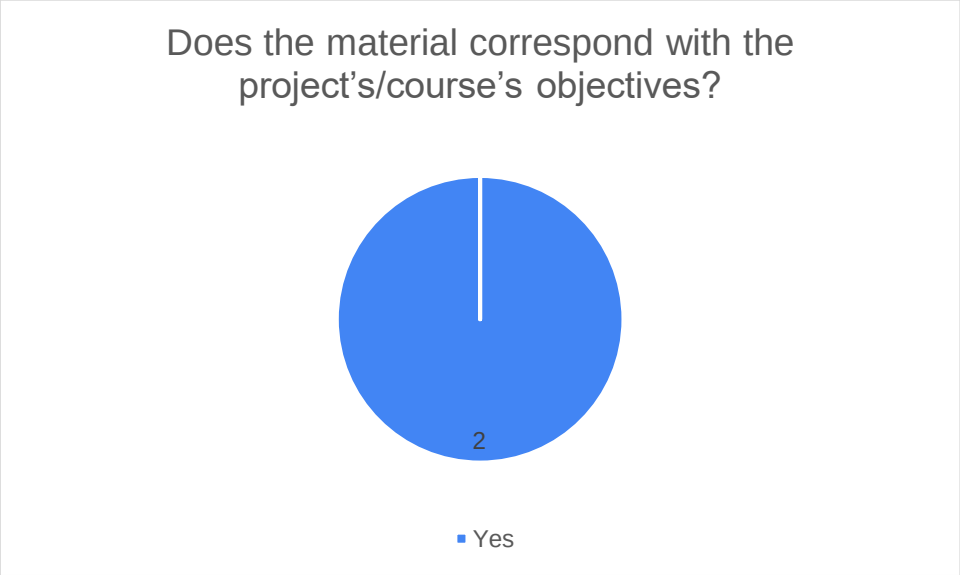
Part B – Content Questions

This section of the survey included nine (9) close-ended questions that evaluated aspects of the quality of each module, such as the clarity of the content, its interactivity and its supporting material. The questions used a Multiple-choice scale, which included Yes/No/Non-Applicable options. The responses are as follows:

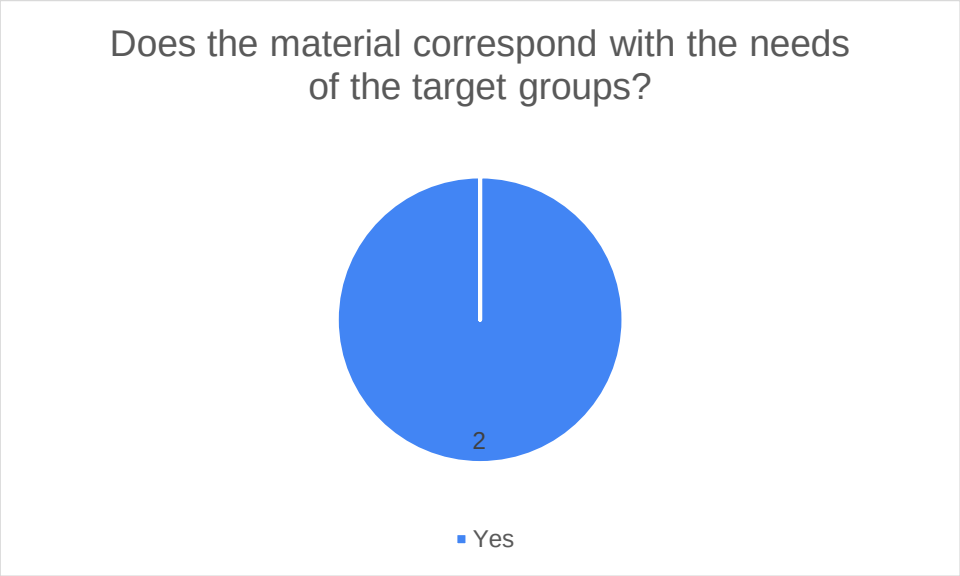
- Is the content of the Module clear?



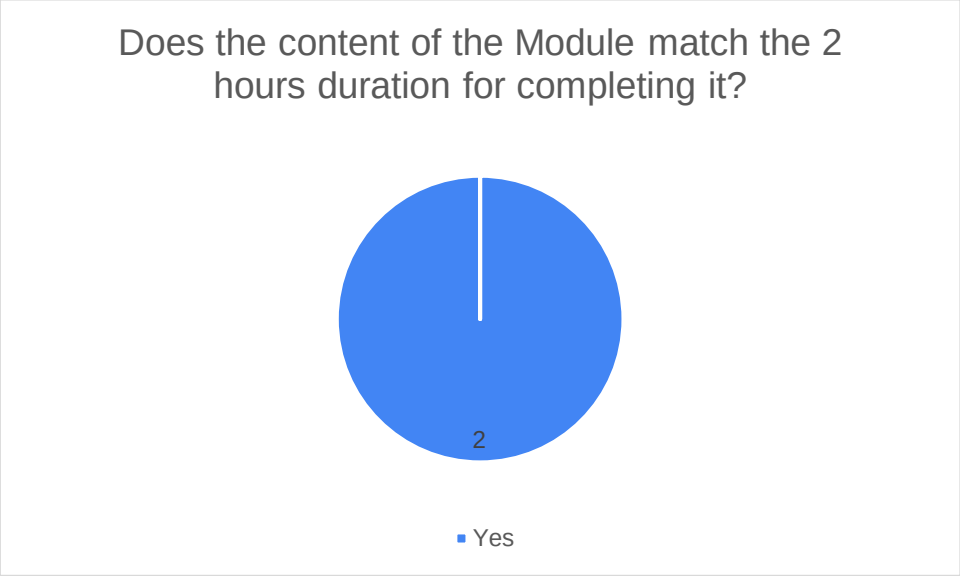
- Does the material correspond with the project's/course's objectives?



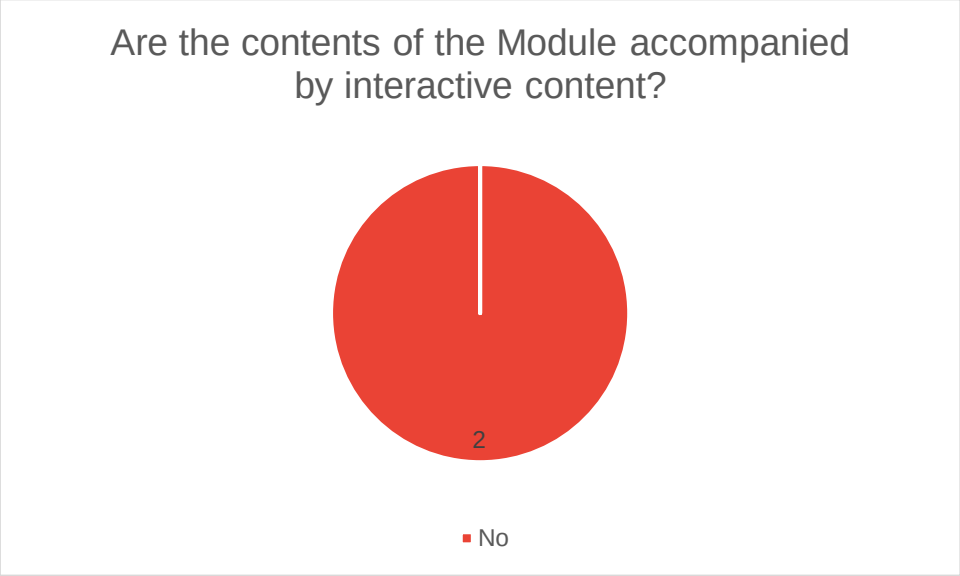
- Does the material correspond with the needs of the target groups?



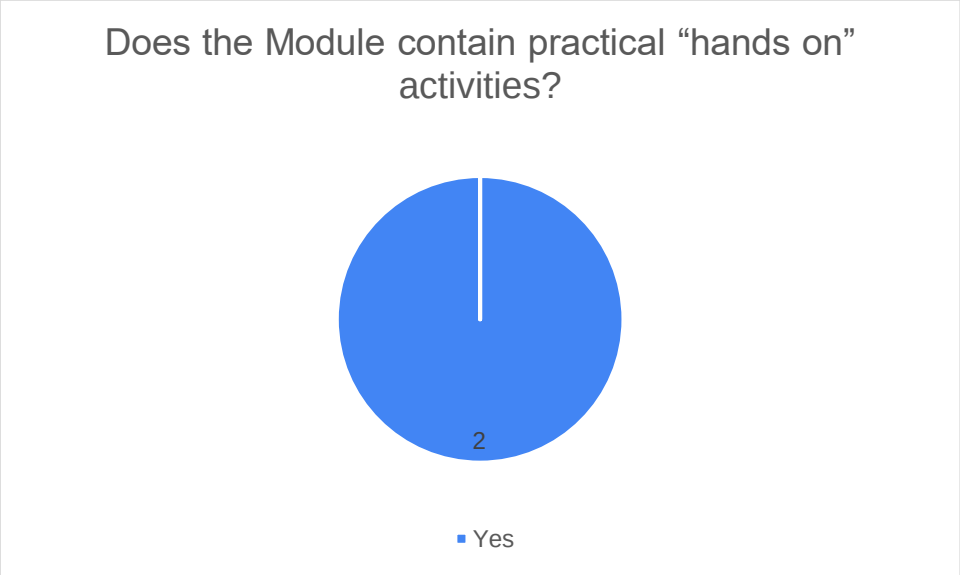
- Does the content of the Module match the 2 hours duration for completing it?



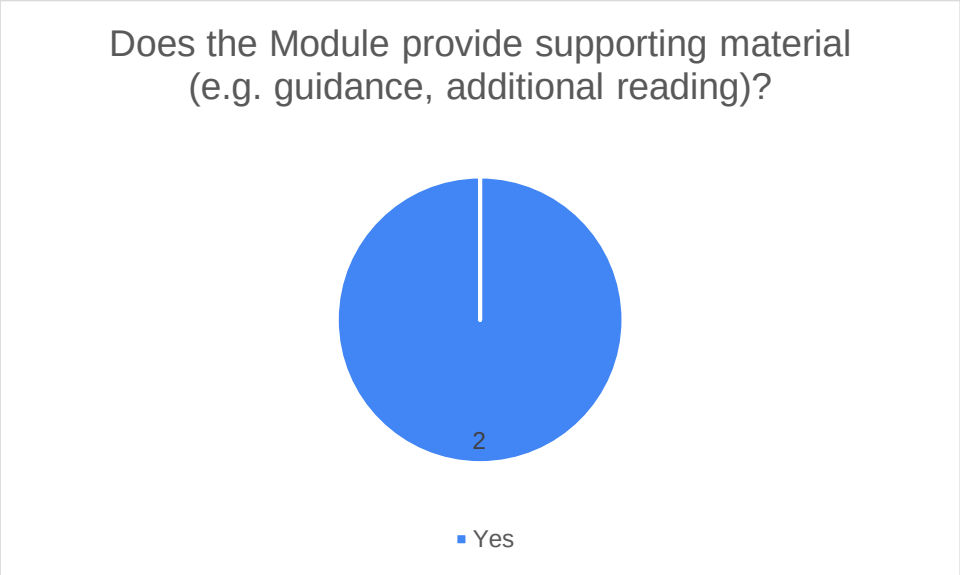
- Are the contents of the Module accompanied by interactive content?



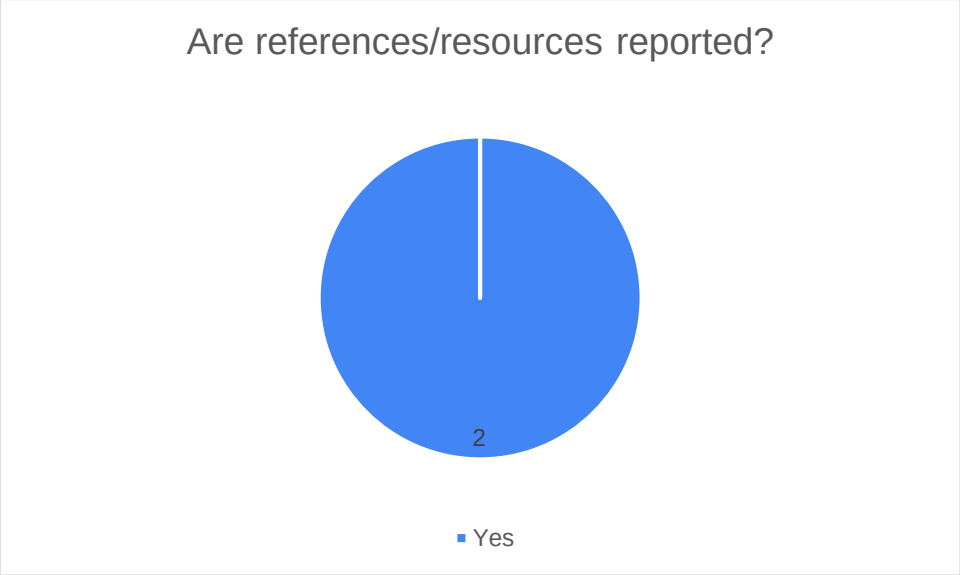
- Does the Module contain practical “hands on” activities?



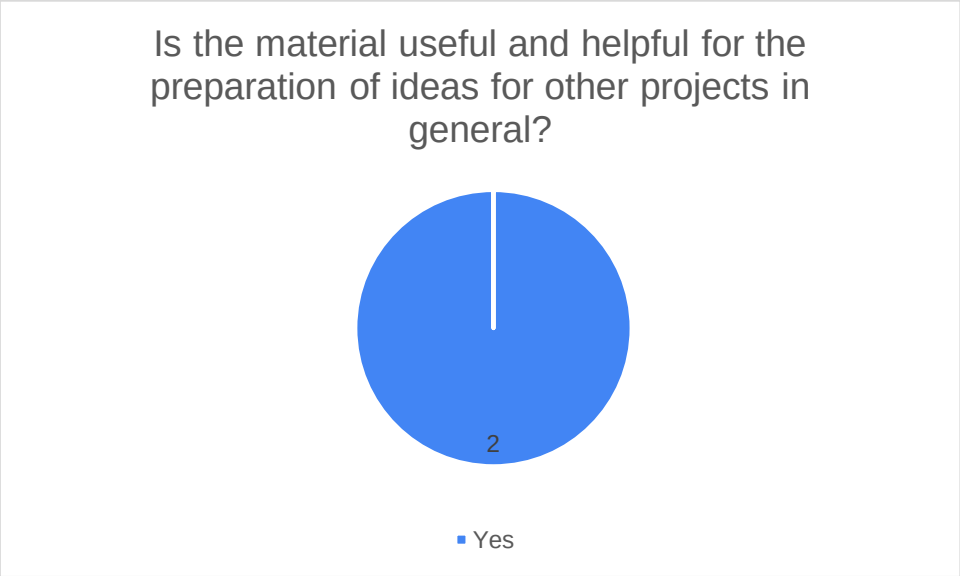
- Does the Module provide supporting material (e.g. guidance, additional reading)?



- Are references/resources reported?



- Is the material useful and helpful for the preparation of ideas for other projects in general?



Part C – Open-Ended Questions
The final part of the survey consisted of two (2) open-ended questions that aimed at recording partners' suggestions for improvement.

- Are there any sections in the module that should be removed because they are too long/beyond the topic? Please, place your suggestions in the comments.
  i) the module consists of PowerPoints you have to download and play - they would be better embedded in the learning platform
  ii) No suggestions

- Please, place your suggestions for further improvement of the Learning Material (specify section for suggested improvement)
  i) The module could introduce interaction and how to enable it within a learning environment
  ii) Add some interactive material

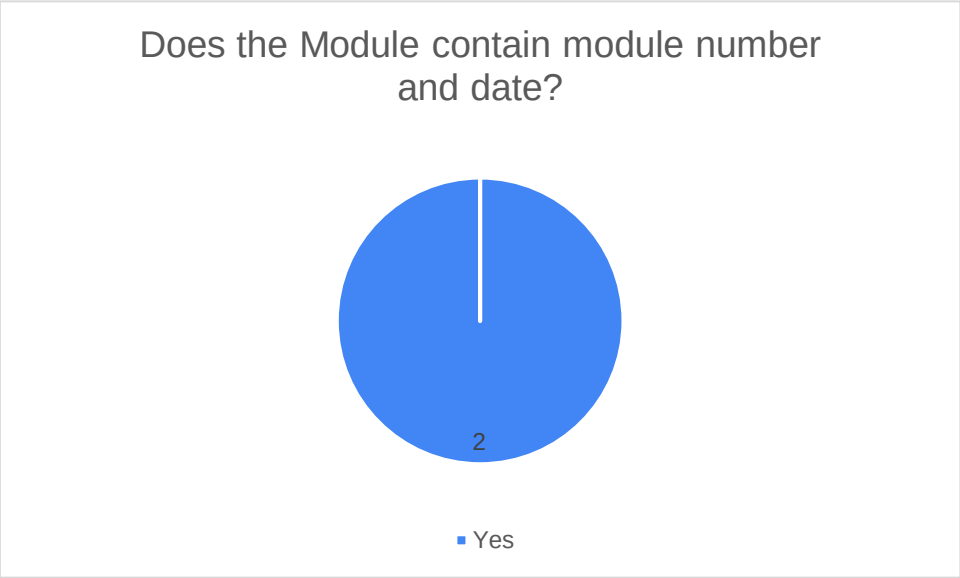
Conclusion
Upon evaluation, Module 2 is deemed to be of high quality in terms of both its format and content. The module's structure and organization are considered optimal for facilitating learning, while its content is comprehensive and well-researched. However, the feedback provided on the learning material highlights some areas of improvement that could help enhance the overall quality of the module. The suggestion to embed the PowerPoints within the learning platform would make it more convenient for learners. Additionally, the recommendations to introduce interaction and add interactive materials could enhance the learning experience and make it more engaging for learners. By implementing these suggestions, the Learning Material could be further developed and optimized to provide an effective and engaging learning experience for its users. Overall, Module 2 has been rated highly, with minor suggestions for improvement to highly meet the standards expected of an effective learning resource.

Module 3: Digital Skills for Online Teaching

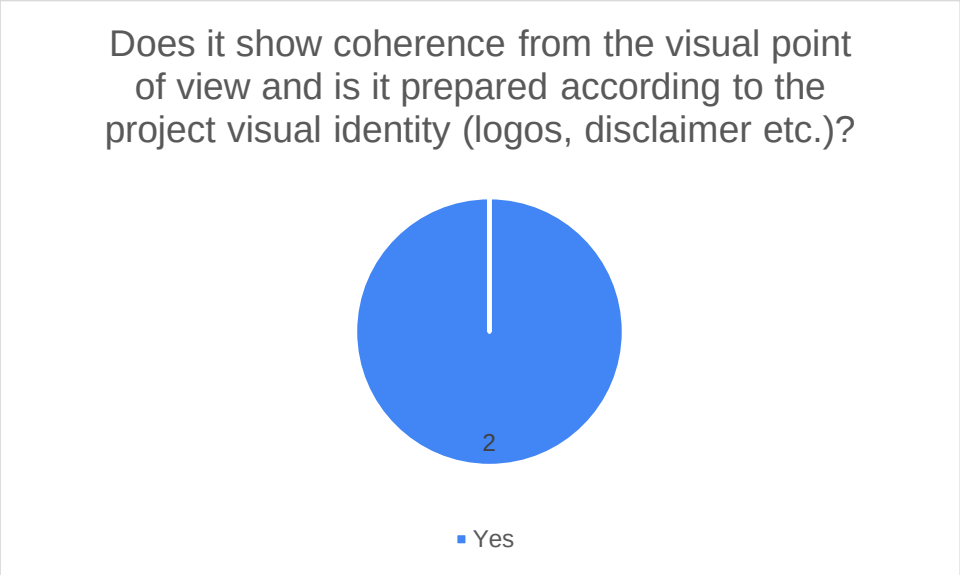
Survey's Findings

Part A – Format Questions
This section of the survey included six (6) close-ended questions that evaluated aspects of the format of each module, such as its syntax and grammar, its visual identity and its overall feature suitability. The questions used a Multiple-choice scale, which included Yes/No/Non-Applicable options. The responses are as follows:

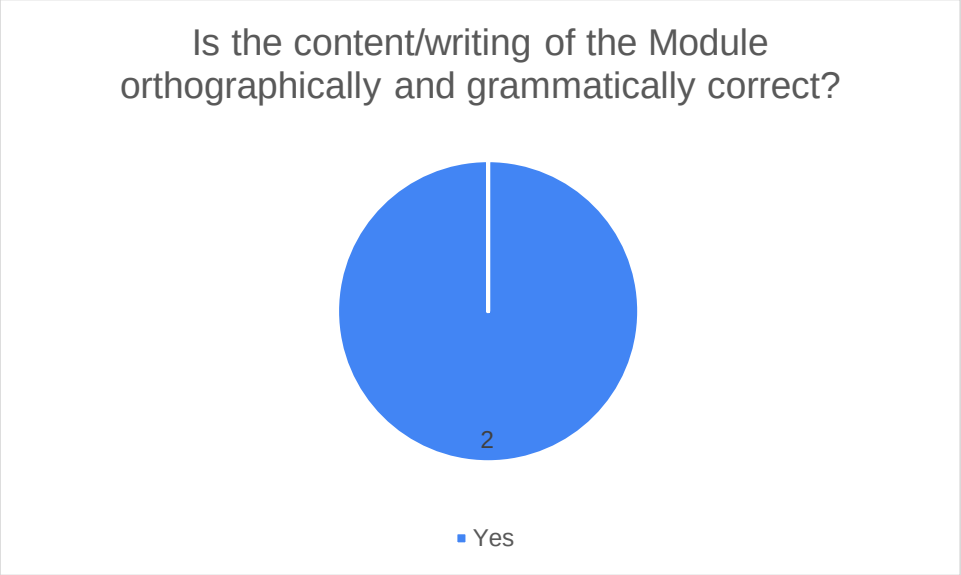
- Does the Module contain module number and date?



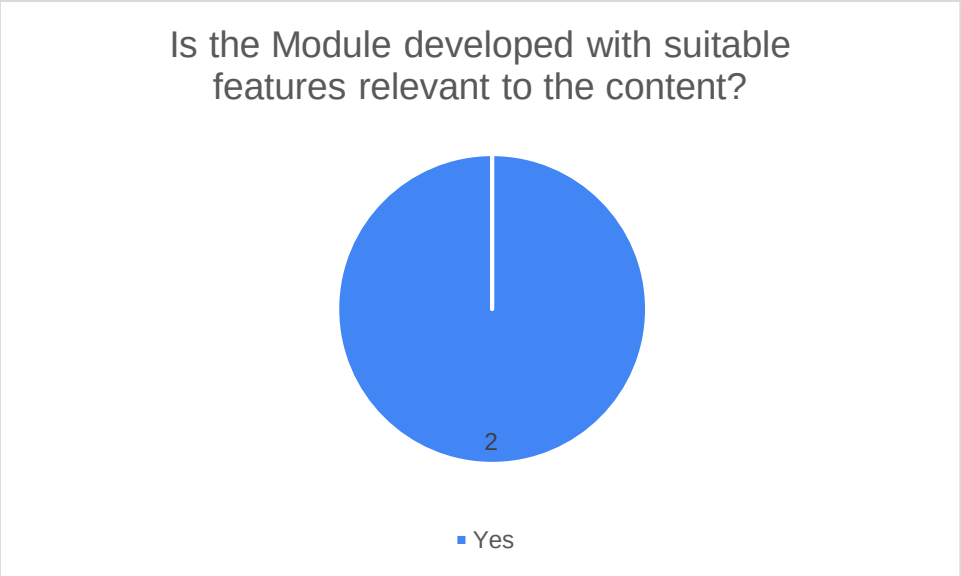
- Does it show coherence from the visual point of view and is it prepared according to the project visual identity (logos, disclaimer etc.)?



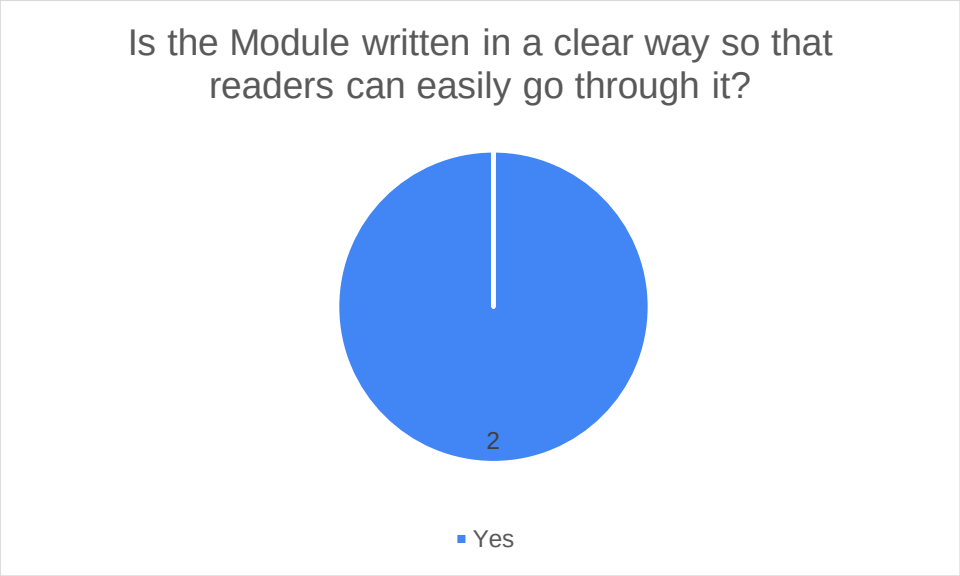
- Is the content/writing of the Module orthographically and grammatically correct?



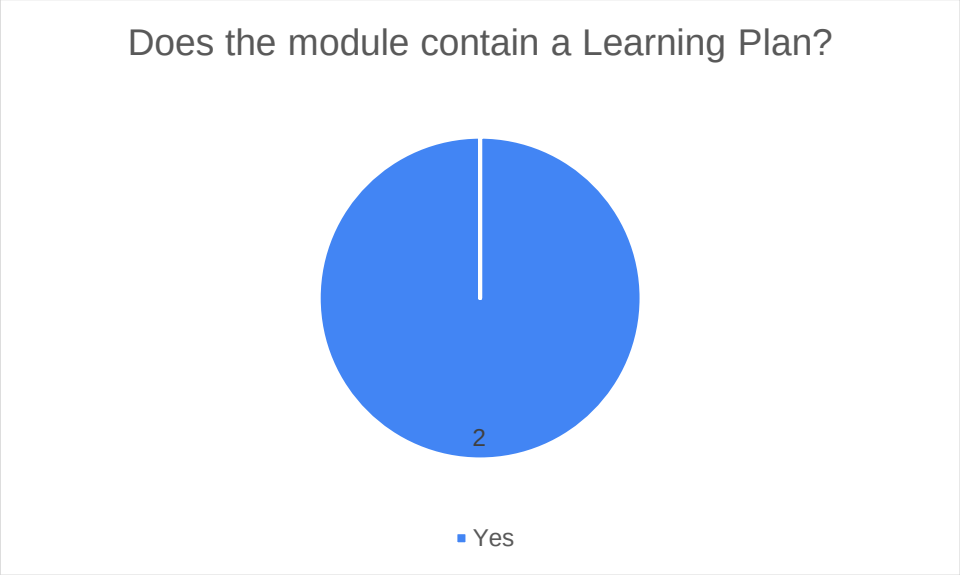
- Is the Module developed with suitable features relevant to the content?



- Is the Module written in a clear way so that readers can easily go through it?



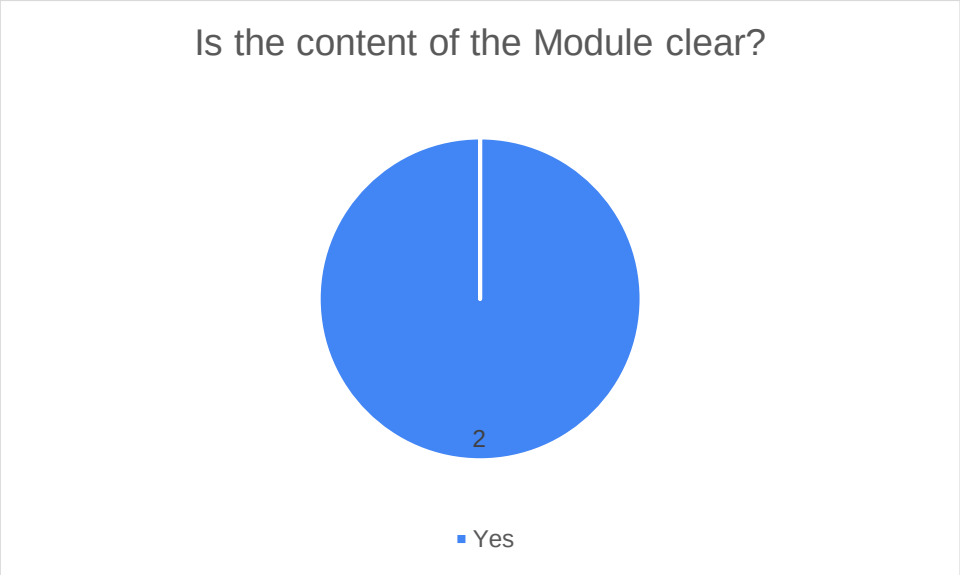
- Does the module contain a Learning Plan?



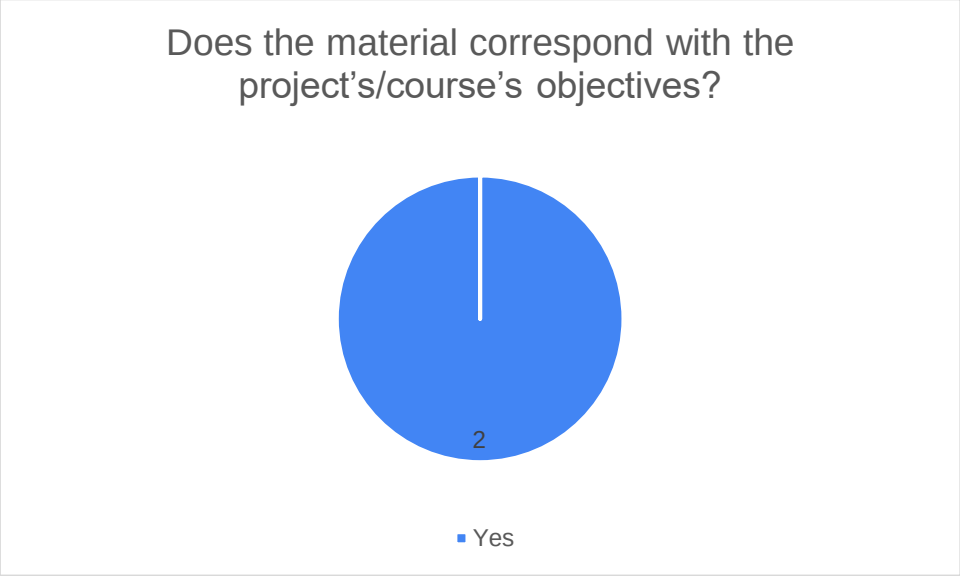
Part B – Content Questions

This section of the survey included nine (9) close-ended questions that evaluated aspects of the quality of each module, such as the clarity of the content, its interactivity and its supporting material. The questions used a Multiple-choice scale, which included Yes/No/Non-Applicable options. The responses are as follows:

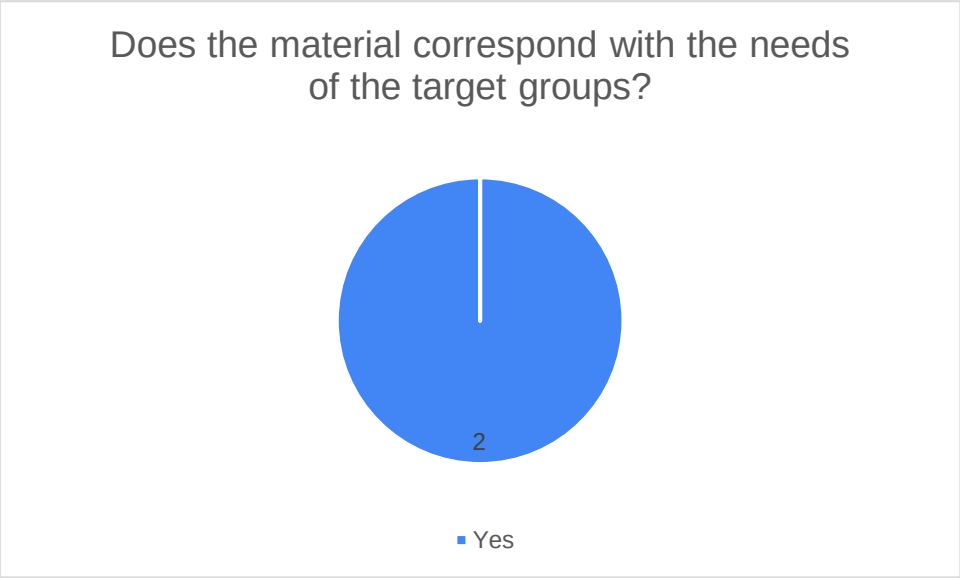
- Is the content of the Module clear?



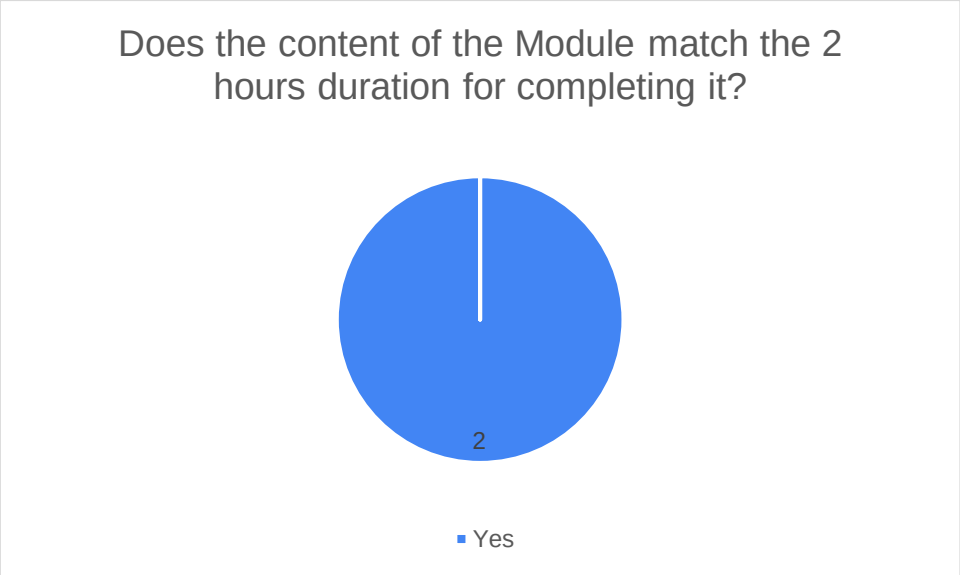
- Does the material correspond with the project's/course's objectives?



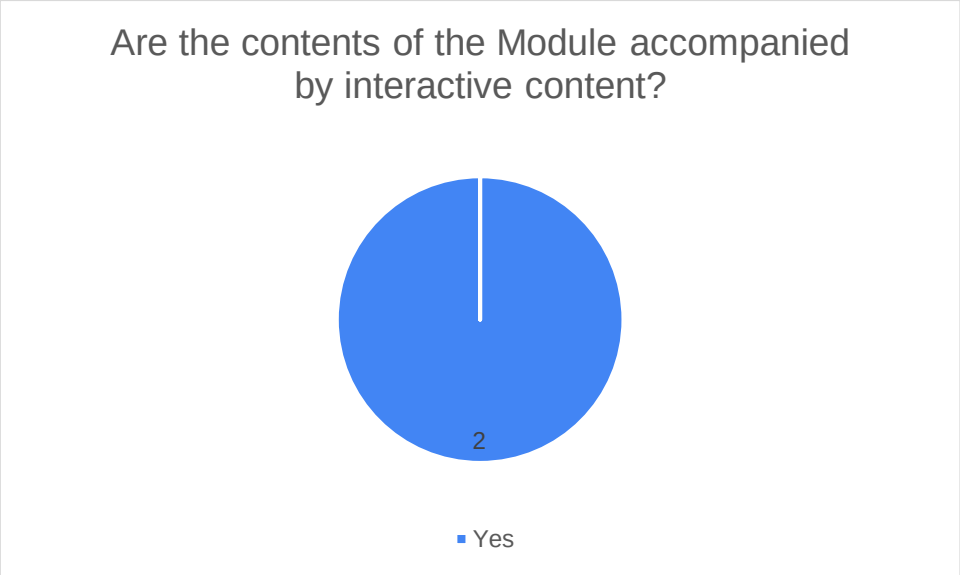
- Does the material correspond with the needs of the target groups?



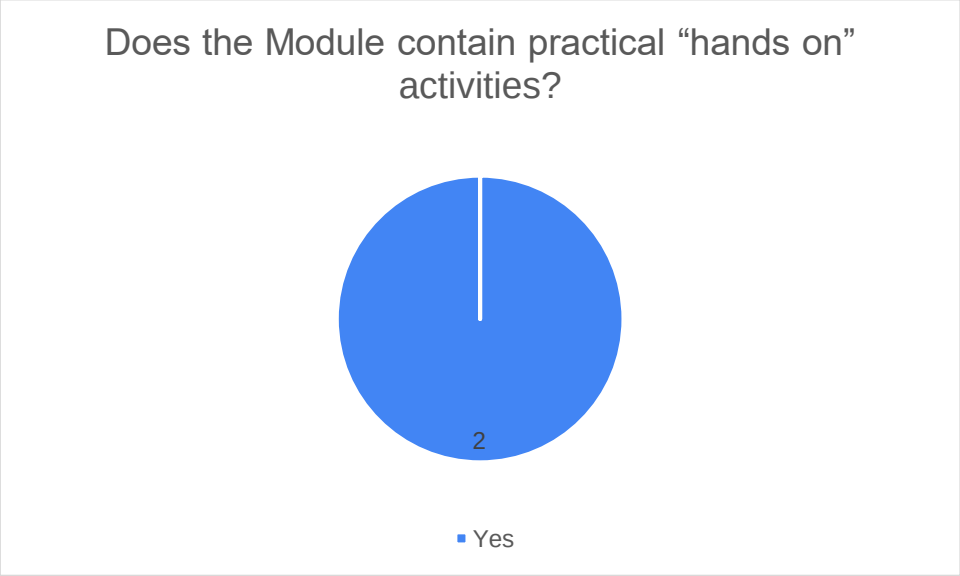
- Does the content of the Module match the 2 hours duration for completing it?



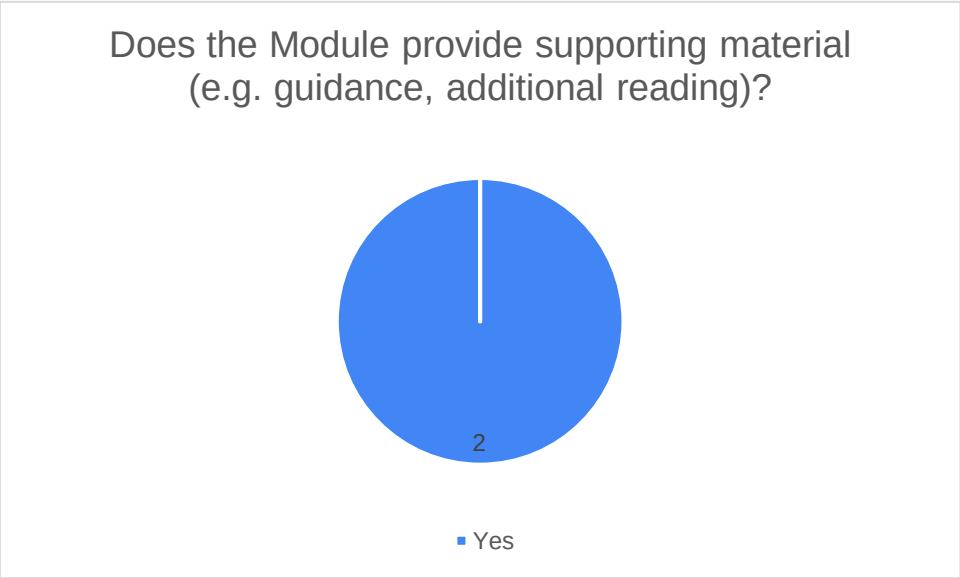
- Are the contents of the Module accompanied by interactive content?



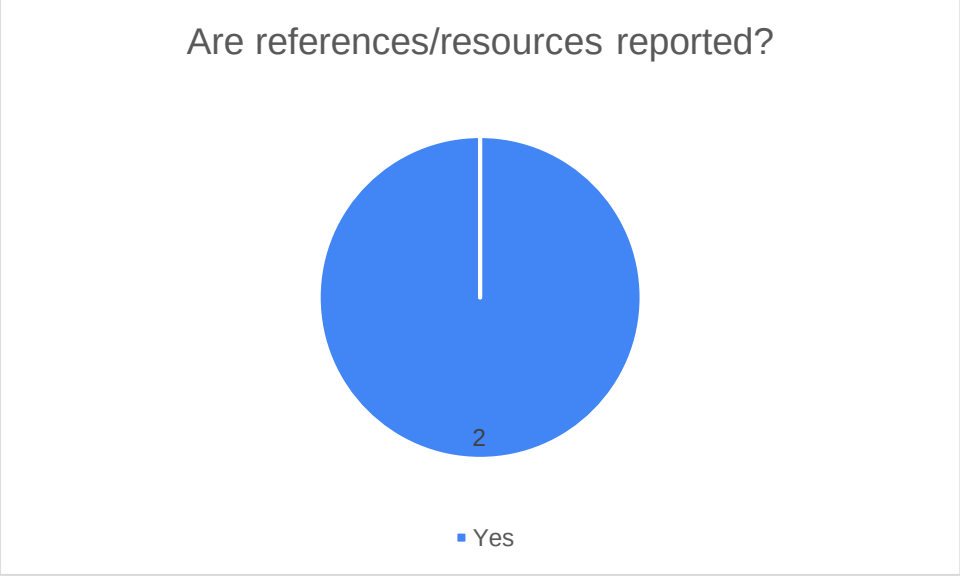
- Does the Module contain practical “hands on” activities?



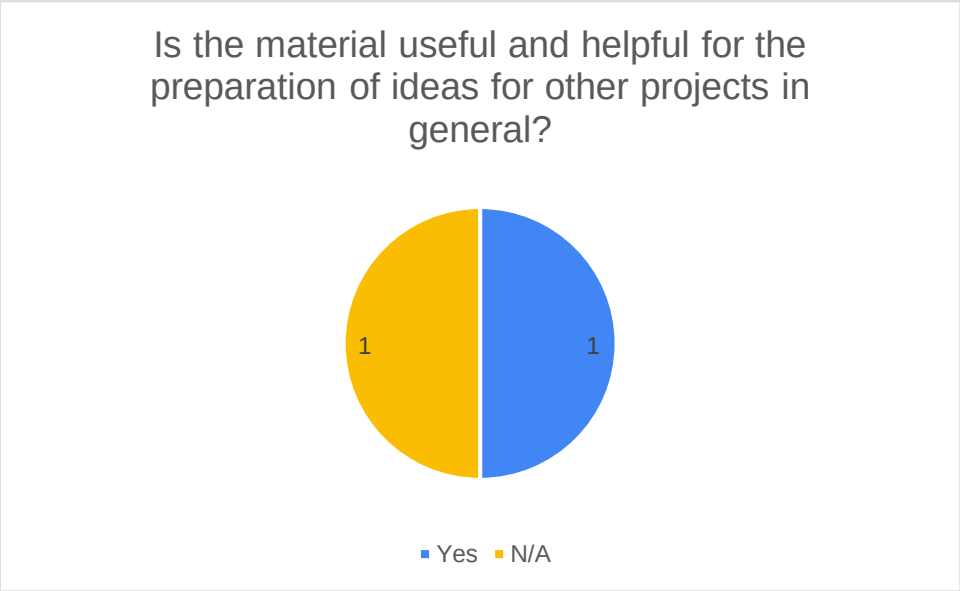
- Does the Module provide supporting material (e.g. guidance, additional reading)?



- Are references/resources reported?



- Is the material useful and helpful for the preparation of ideas for other projects in general?



Part C – Open-Ended Questions
The final part of the survey consisted of two (2) open-ended questions that aimed at recording partners' suggestions for improvement.

- Are there any sections in the module that should be removed because they are too long/beyond the topic? Please, place your suggestions in the comments.
  i) No
  ii) No. Sections are fine.
- Please, place your suggestions for further improvement of the Learning Material (specify section for suggested improvement)
  i) No suggestions
  ii) In Activity 2 the letters are Bold. Feed-back should be written as feedback.

Conclusion
In conclusion, the feedback provided on the learning material of Module 3, suggests that overall, it is well-constructed and on-topic. However, there are still areas that could be improved upon. The suggestion to modify the font style in Activity 2 and ensure the correct spelling of words is an important detail that should not be overlooked. By implementing this small improvement, the Learning Material could be further refined, and the learners would be less distracted by typographical errors. Overall, by taking into account the feedback provided, the Learning Material could be more effective in delivering the desired learning outcomes.

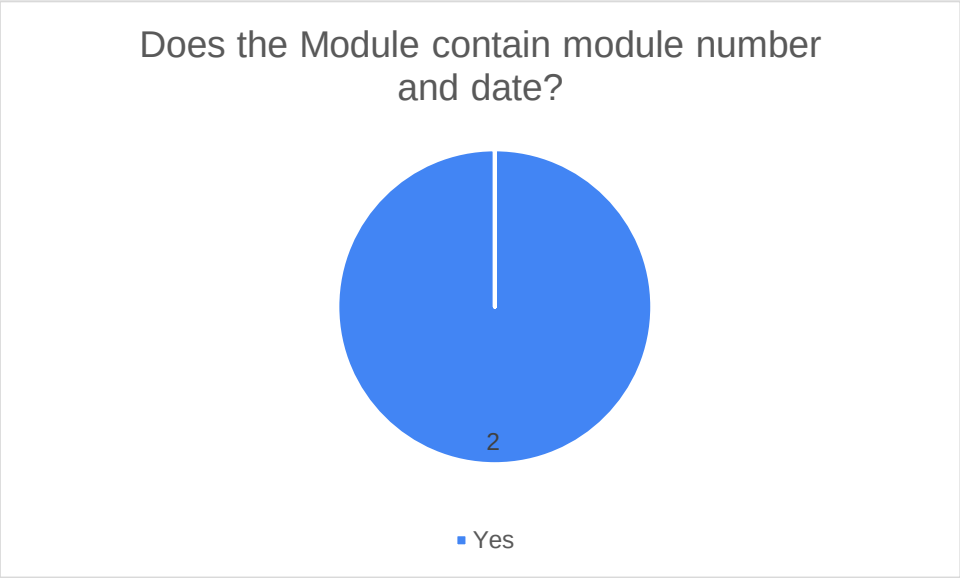
Module 4: Cooperating, sharing resources and co-teaching

Survey's Findings

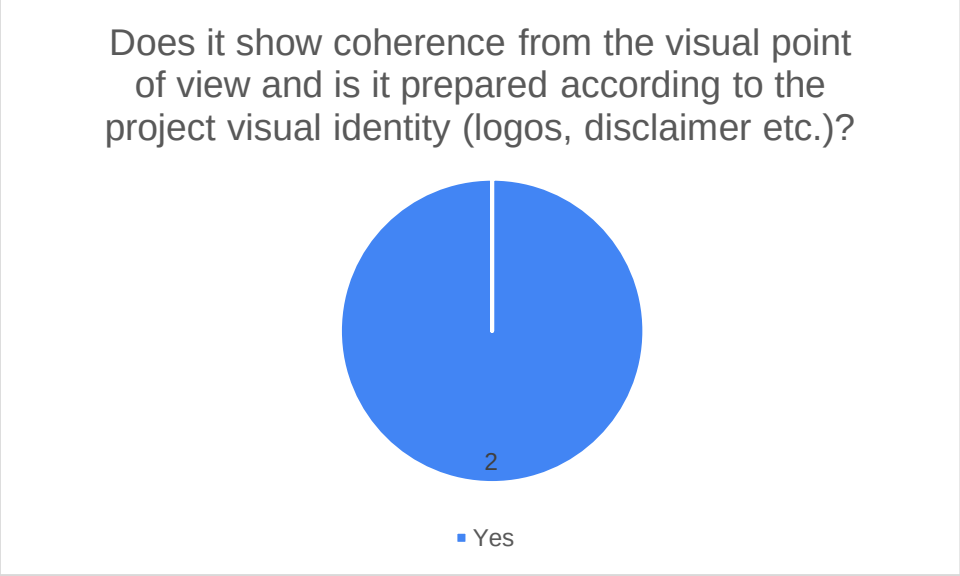
Part A – Format Questions

This section of the survey included six (6) close-ended questions that evaluated aspects of the format of each module, such as its syntax and grammar, its visual identity and its overall feature suitability. The questions used a Multiple-choice scale, which included Yes/No/Non-Applicable options. The responses are as follows:

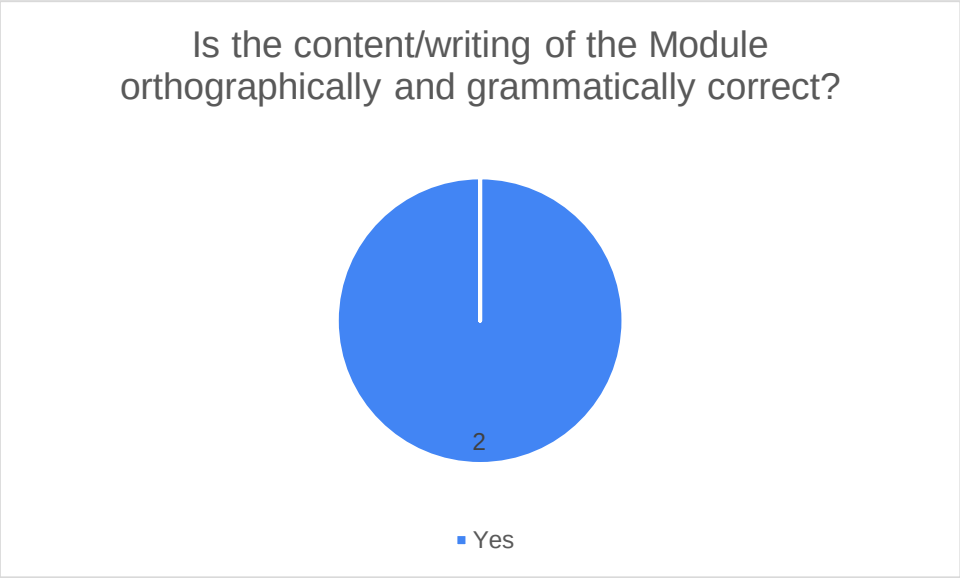
- Does the Module contain module number and date?



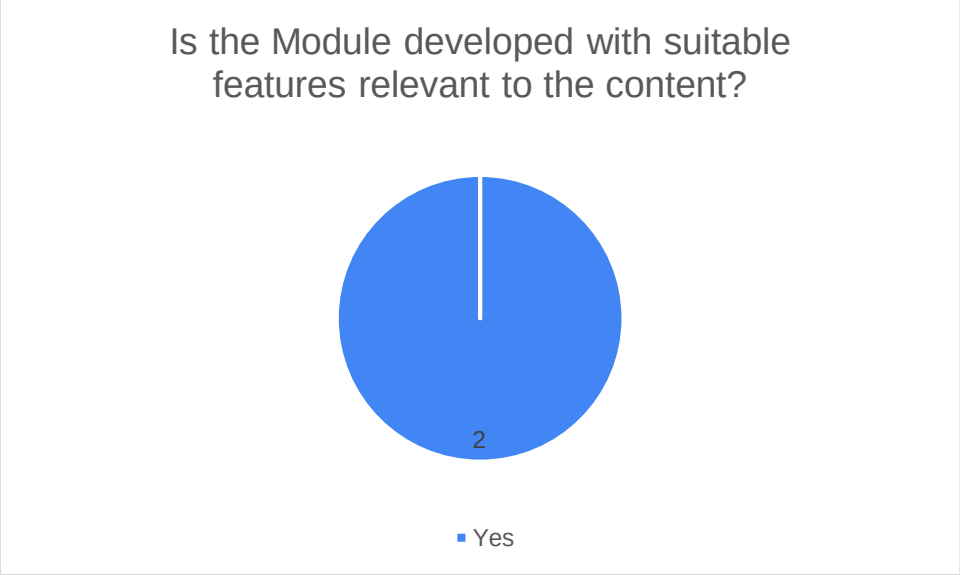
- Does it show coherence from the visual point of view and is it prepared according to the project visual identity (logos, disclaimer etc.)?



- Is the content/writing of the Module orthographically and grammatically correct?



- Is the Module developed with suitable features relevant to the content?



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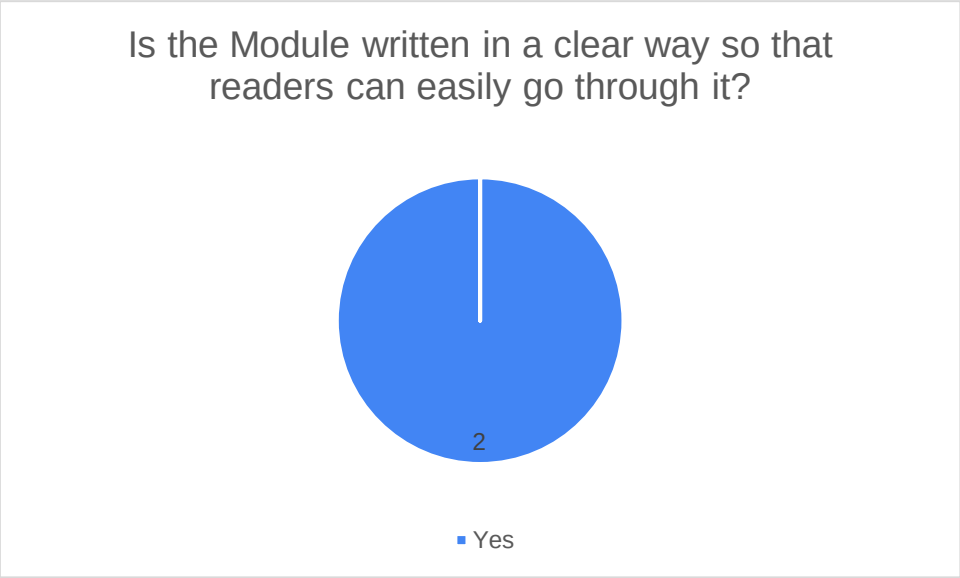

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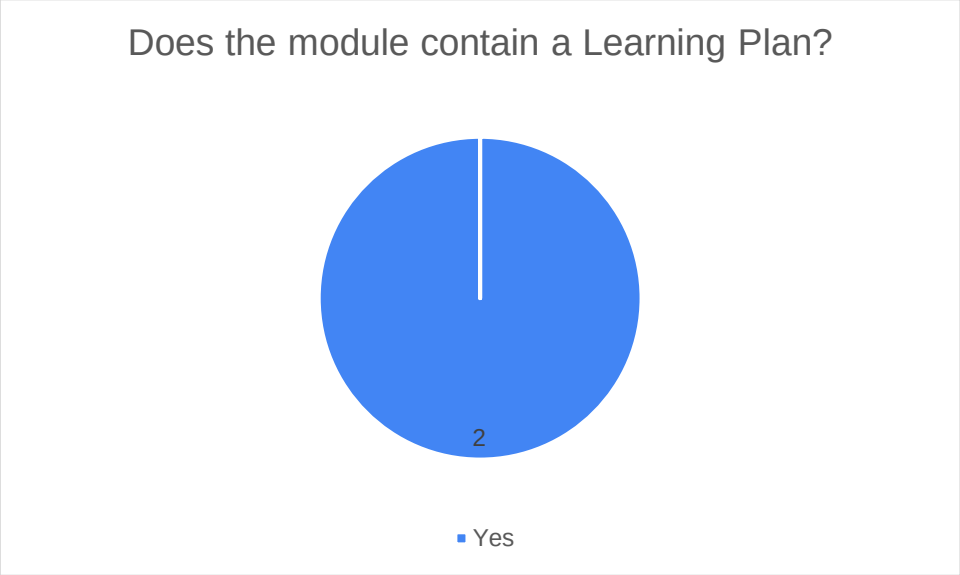

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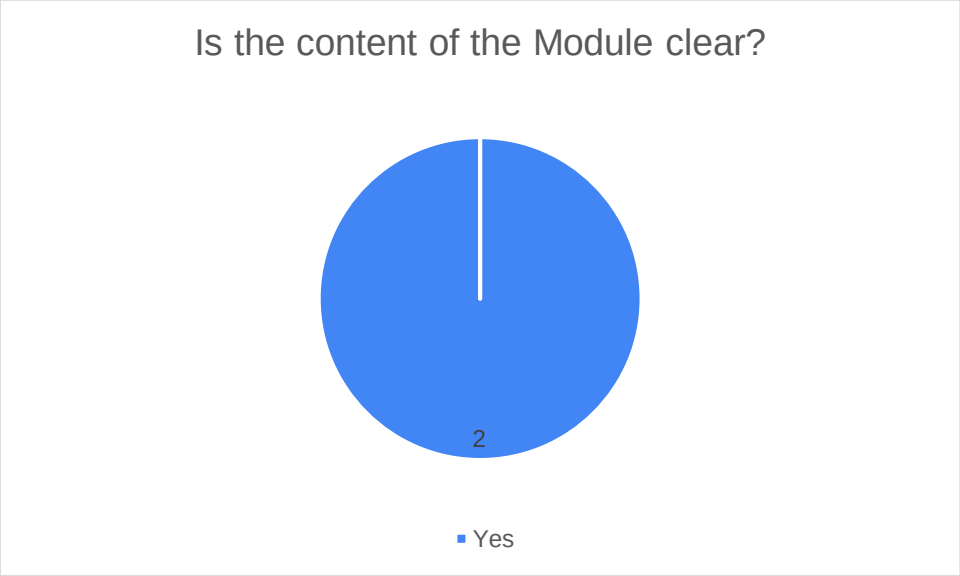

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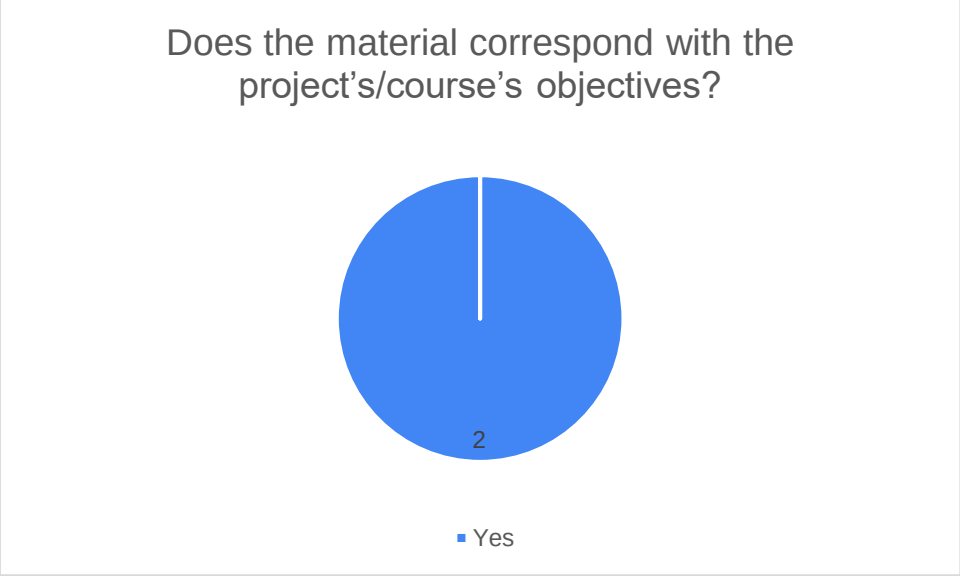

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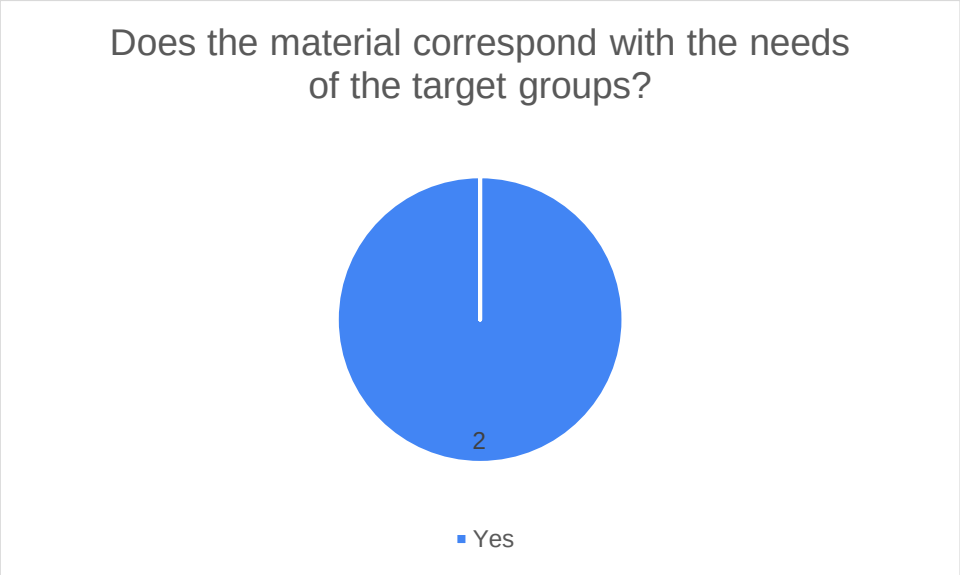

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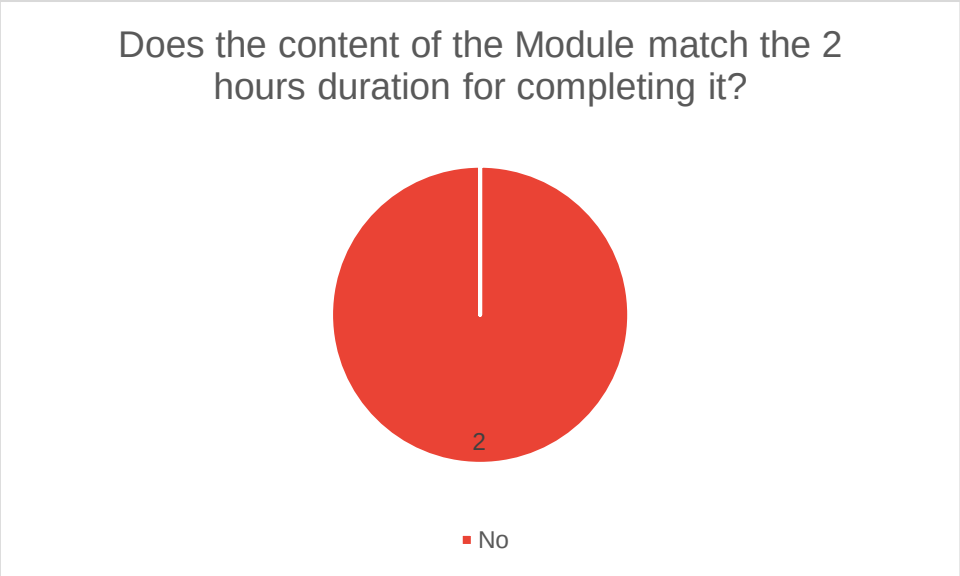

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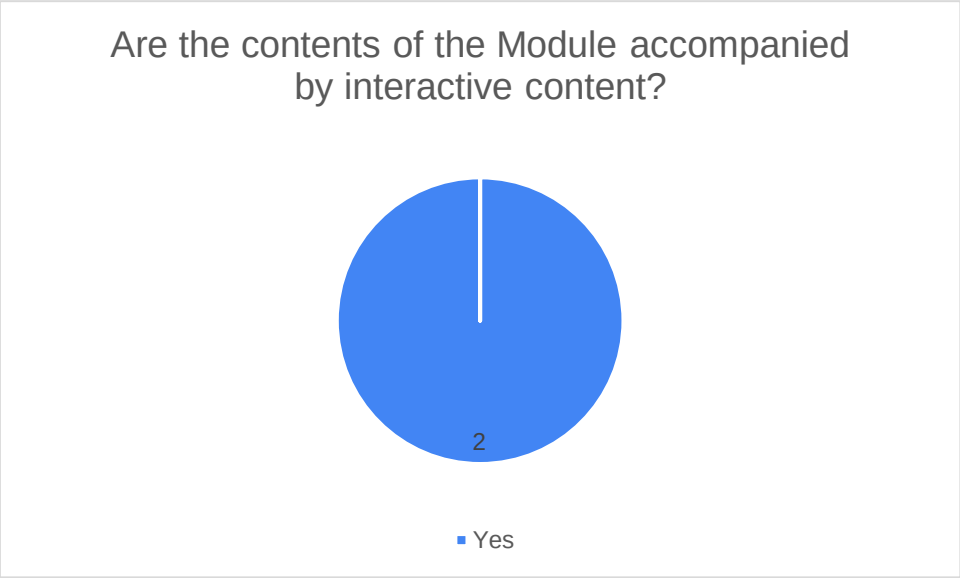

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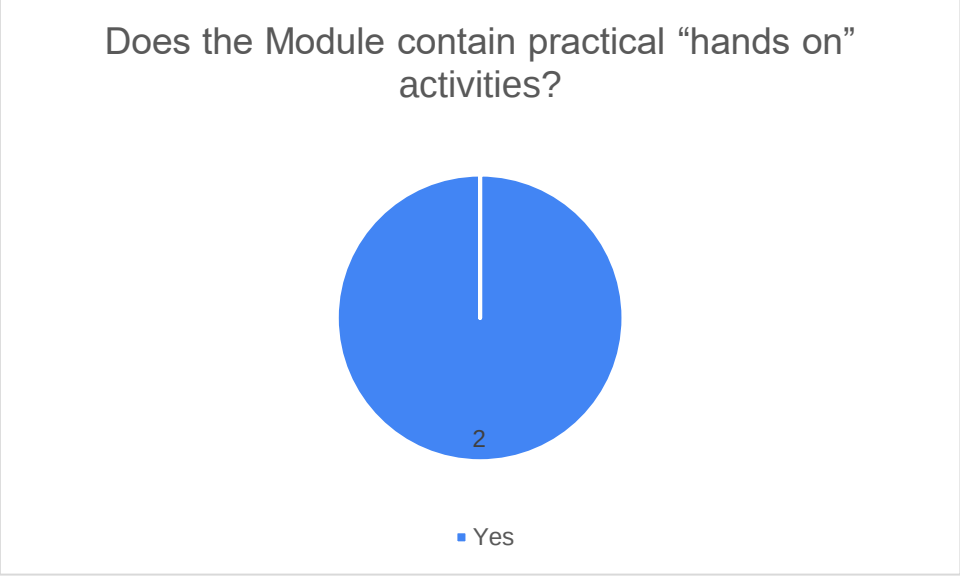

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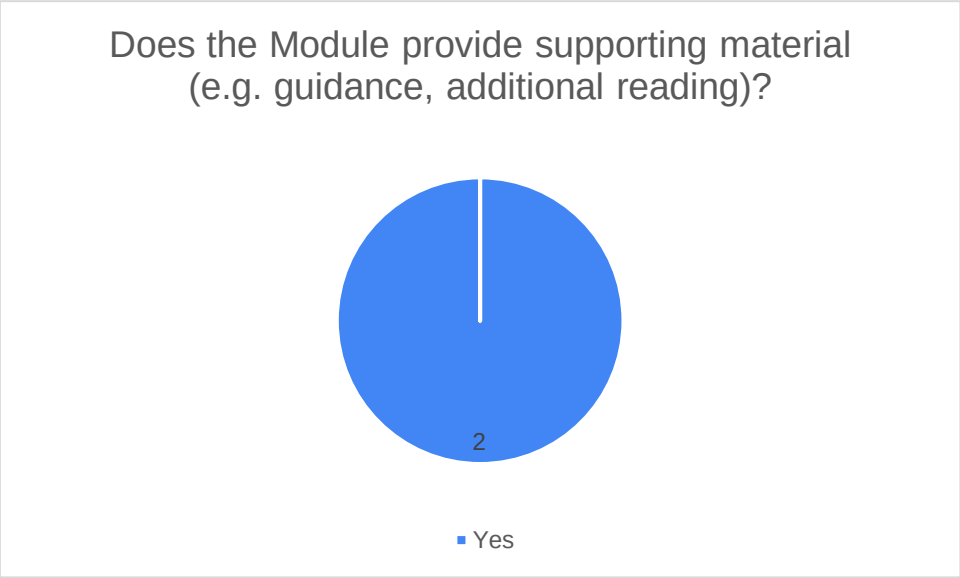

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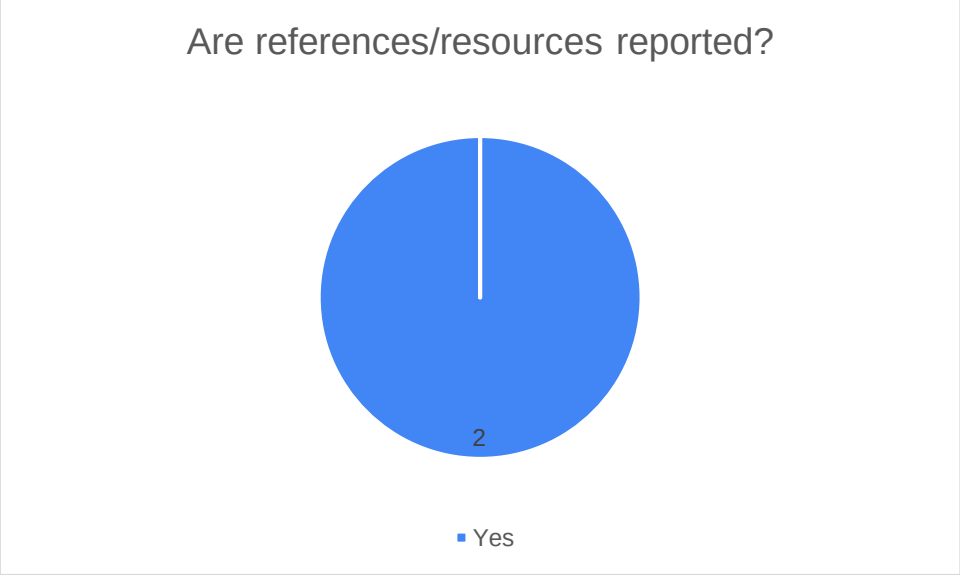

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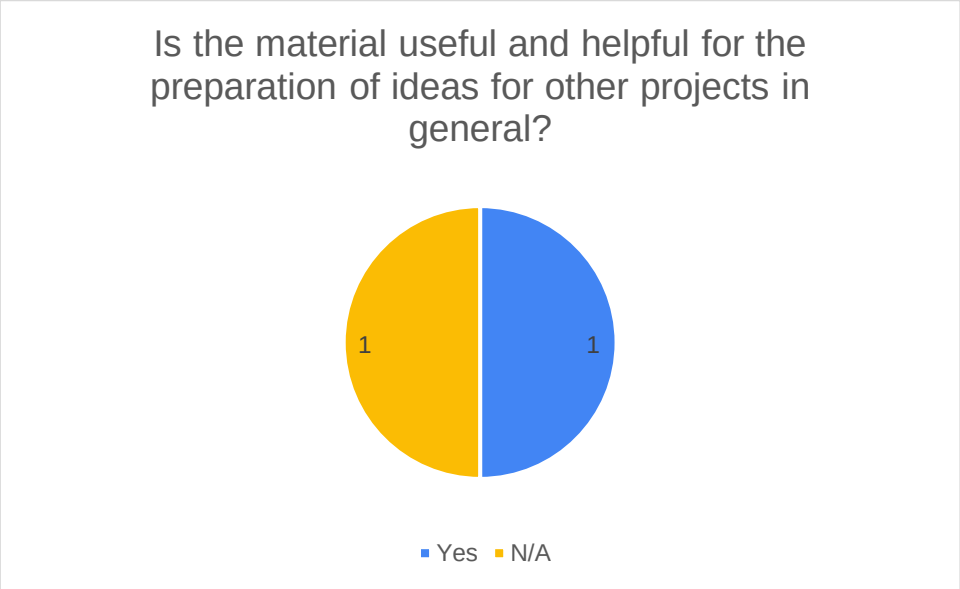


Part C – Open-Ended Questions

The final part of the survey consisted of two (2) open-ended questions that aimed at recording partners' suggestions for improvement.

- Are there any sections in the module that should be removed because they are too long/beyond the topic? Please, place your suggestions in the comments.
  - i) I think that in activities 1-7, the explanations about how teachers can share resources, collaborate on making lessons or teach together should be kept. Less about what open educational resources are or what teacher competencies are.
  - ii) some activities are too long and should be shortened but not removed completely as they are relevant to achieve project goals
- Please, place your suggestions for further improvement of the Learning Material (specify section for suggested improvement)
  - i) In Activity 8 "Access to further resources" some links are not available (1,6), also in "1.2. Activity 2 How to produce and share resources" and "1.3. Activity 3 Professional collaborations as a key support for teachers", the link for DigiCompEdu https://joint-research-centre.ec.europa.eu/digcompedu_en is not available.
  - ii) the only problem I observed with the module is that some activities are too long, technically, it can be also improved that not so many parts are presented in the course overview as this destabilizes in a sense its structure making it difficult to navigate through the entire course

Conclusion

In conclusion, feedback on the Learning Material of Module 5 highlights the need to balance the depth of information presented with the length of the module. While some sections were identified as being too long, respondents suggested keeping explanations about how teachers can share resources, collaborate on making lessons or teach together. Additionally, improvements were suggested for broken links in Activity 8 and the course overview to enhance its navigability. Overall, this feedback is useful in improving the Learning Material and ensuring it is accessible and effective for its intended audience.

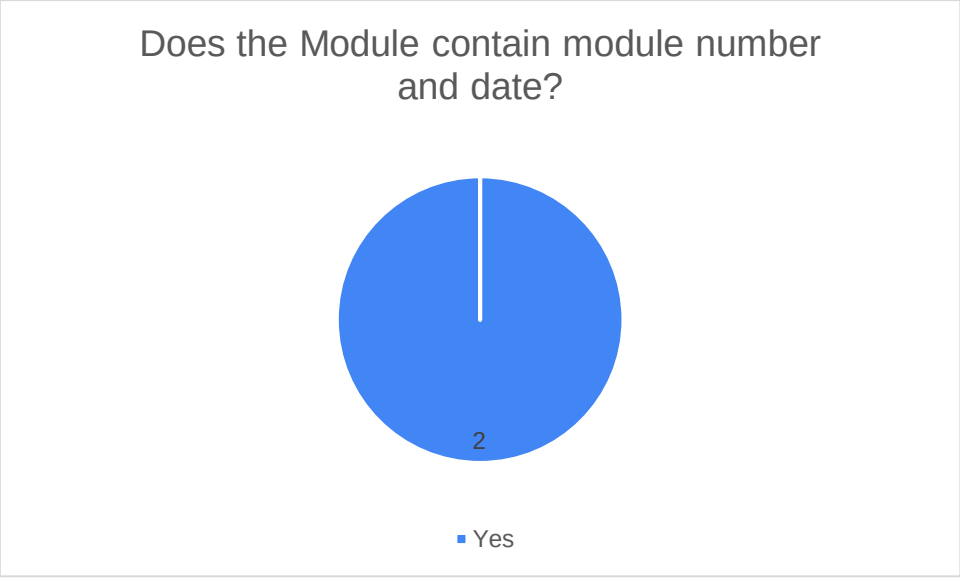
Module 5: Online Teaching Strategies and Relevant Practices to Enable Student Learning

Survey's Findings

Part A – Format Questions

This section of the survey included six (6) close-ended questions that evaluated aspects of the format of each module, such as its syntax and grammar, its visual identity and its overall feature suitability. The questions used a Multiple-choice scale, which included Yes/No/Non-Applicable options. The responses are as follows:

- Does the Module contain module number and date?



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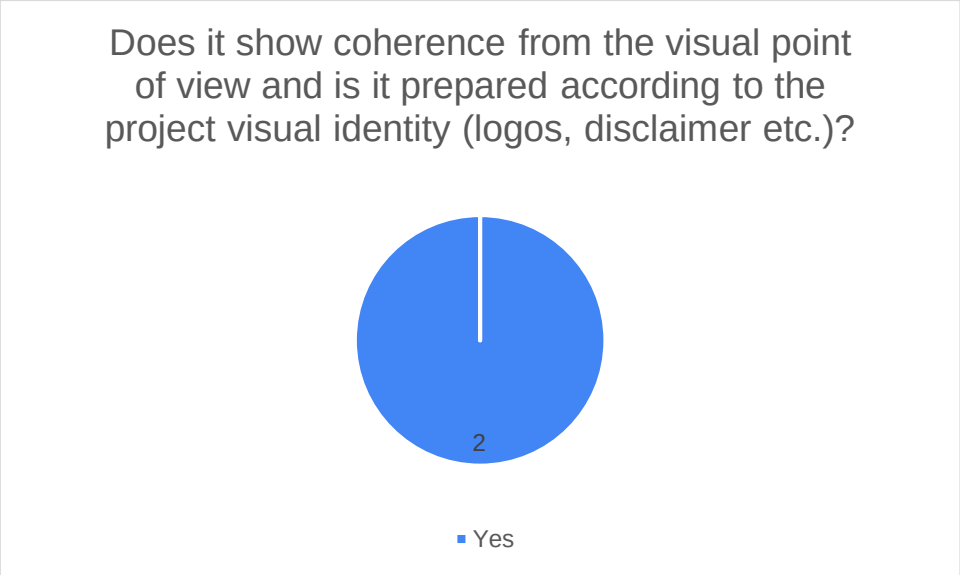

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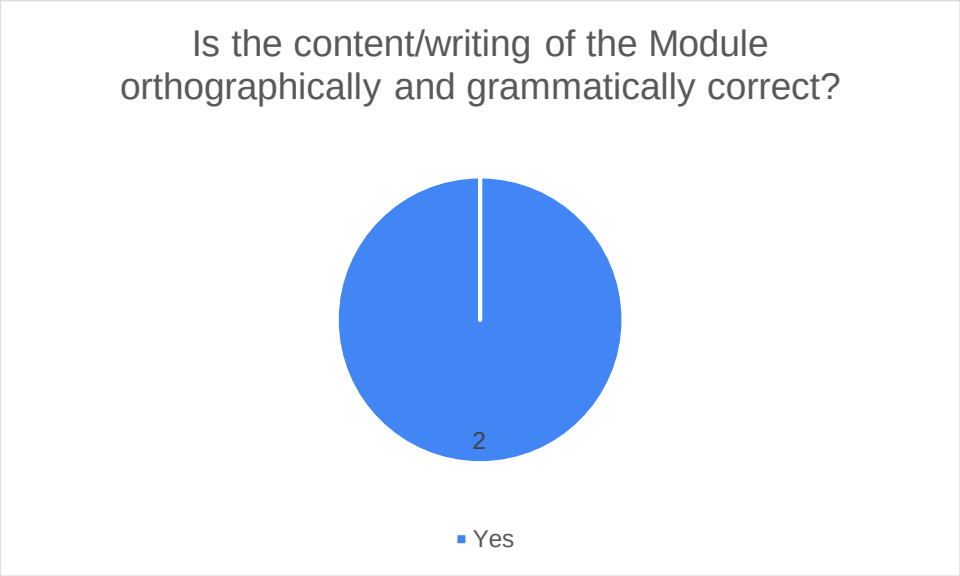

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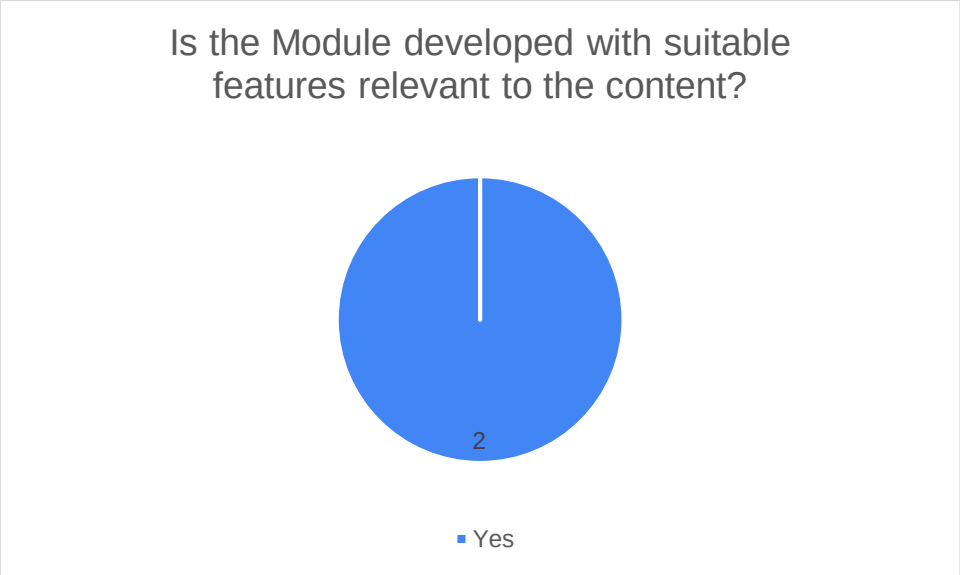

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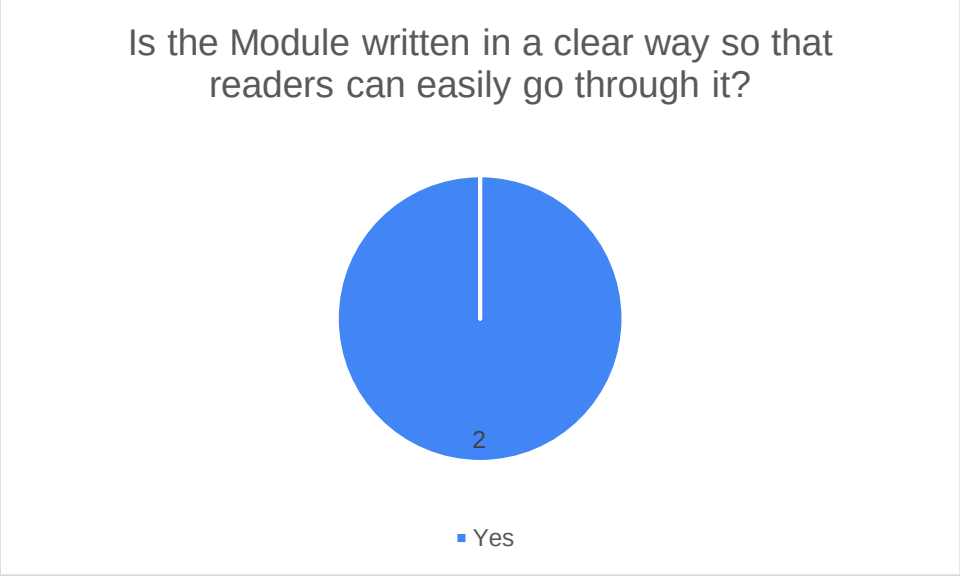

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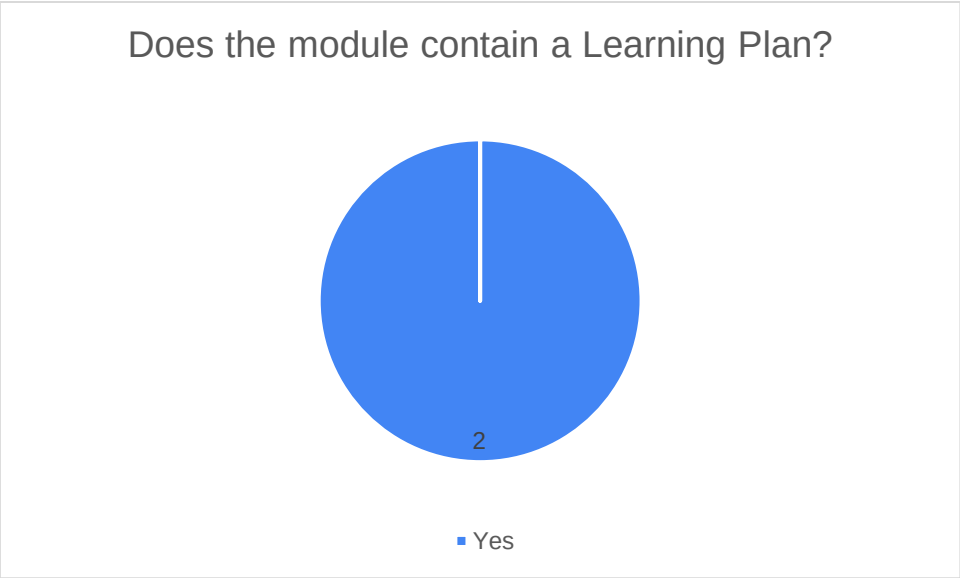

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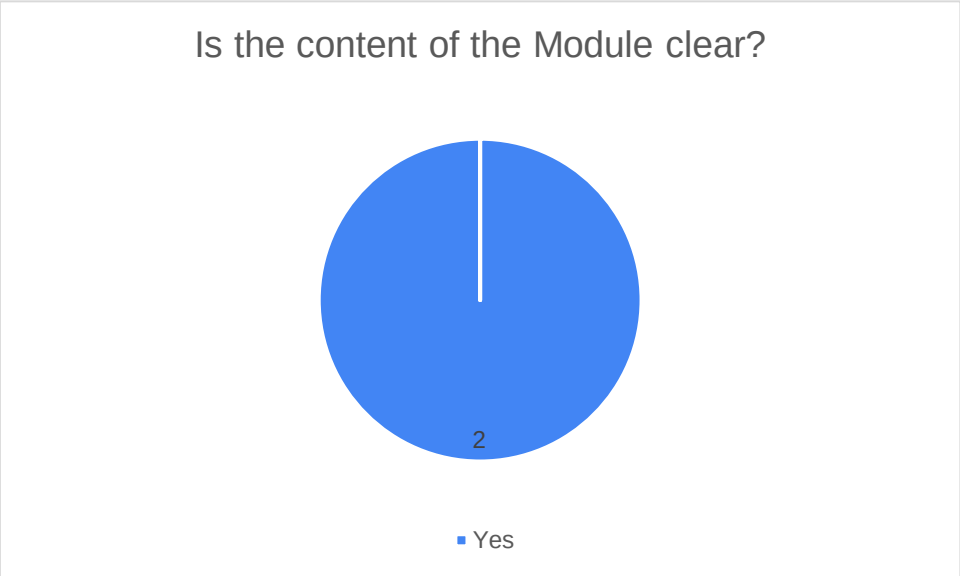

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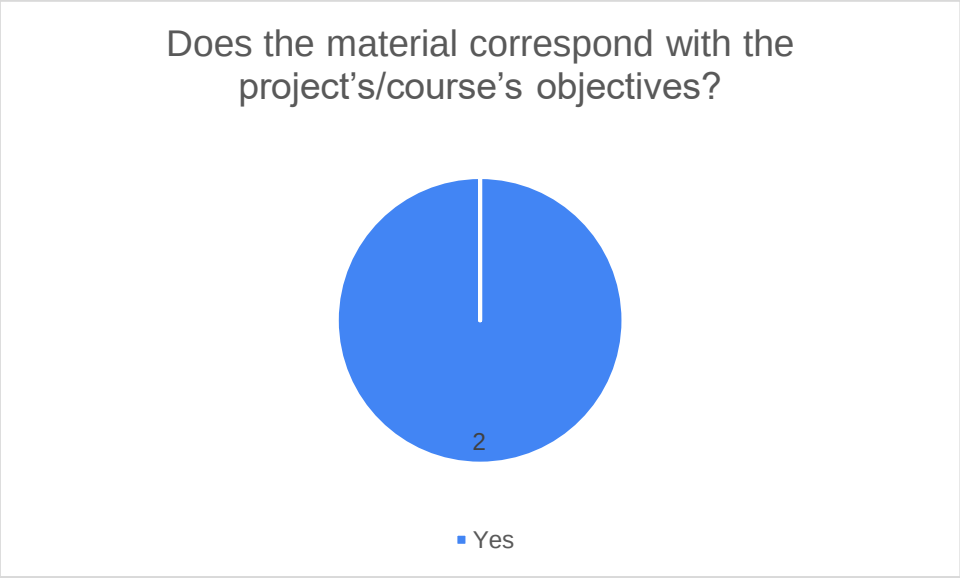

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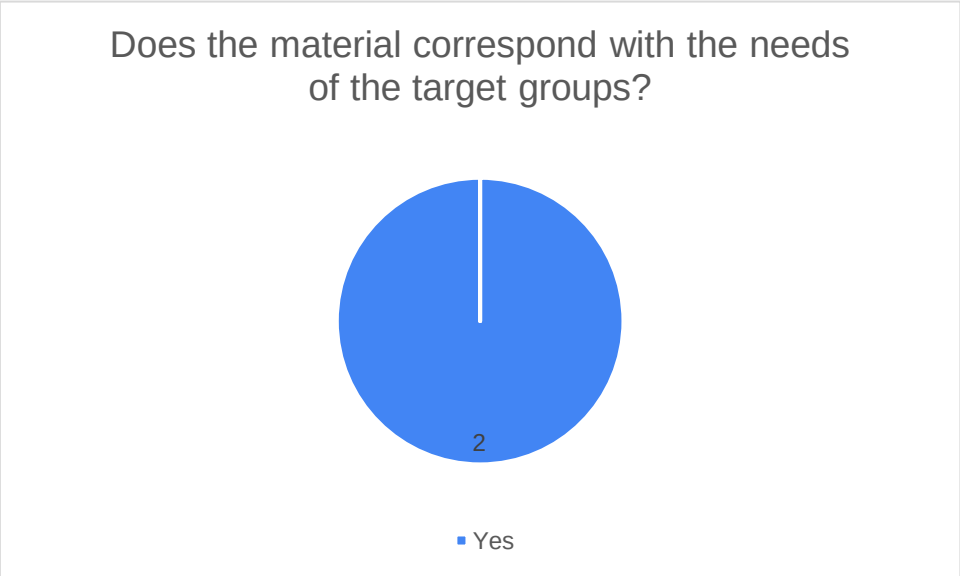

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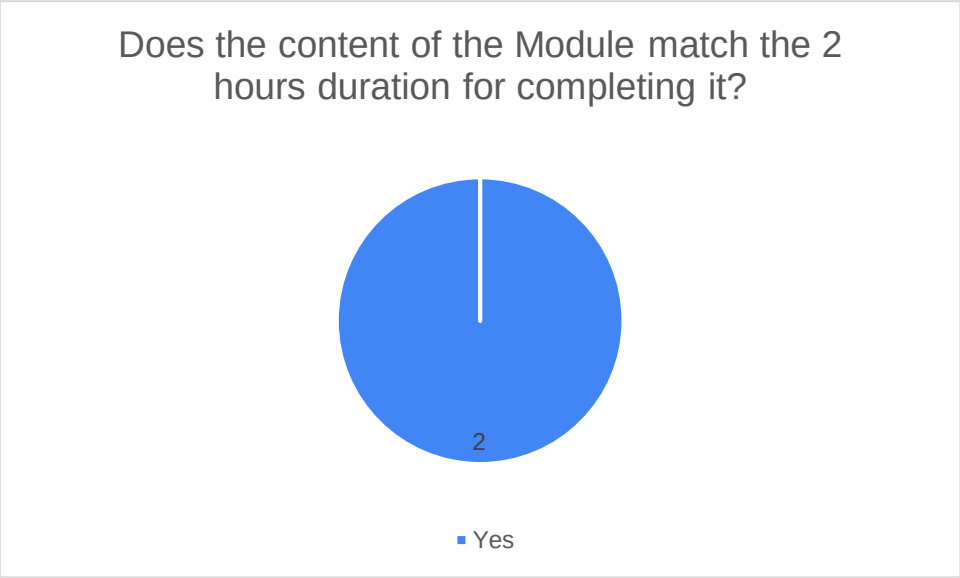

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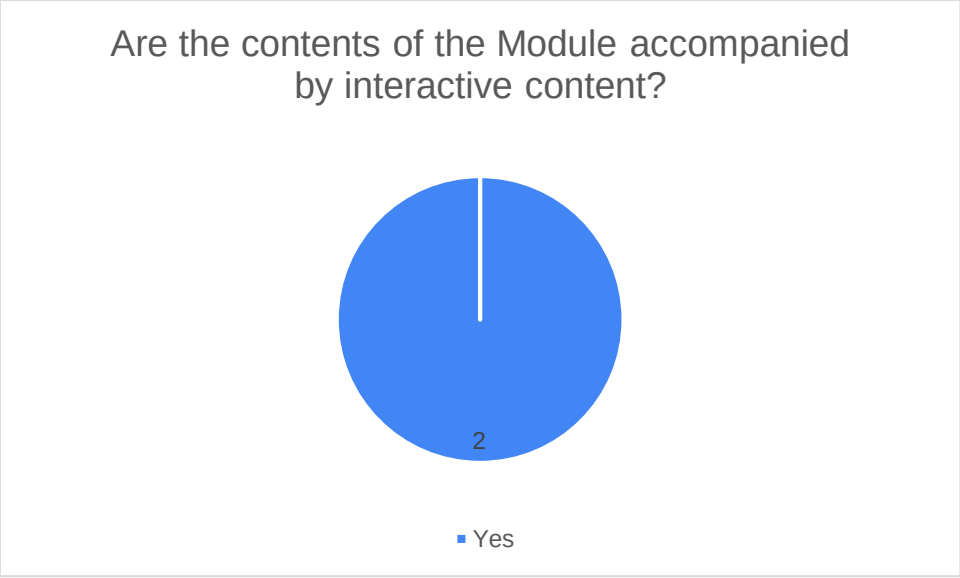

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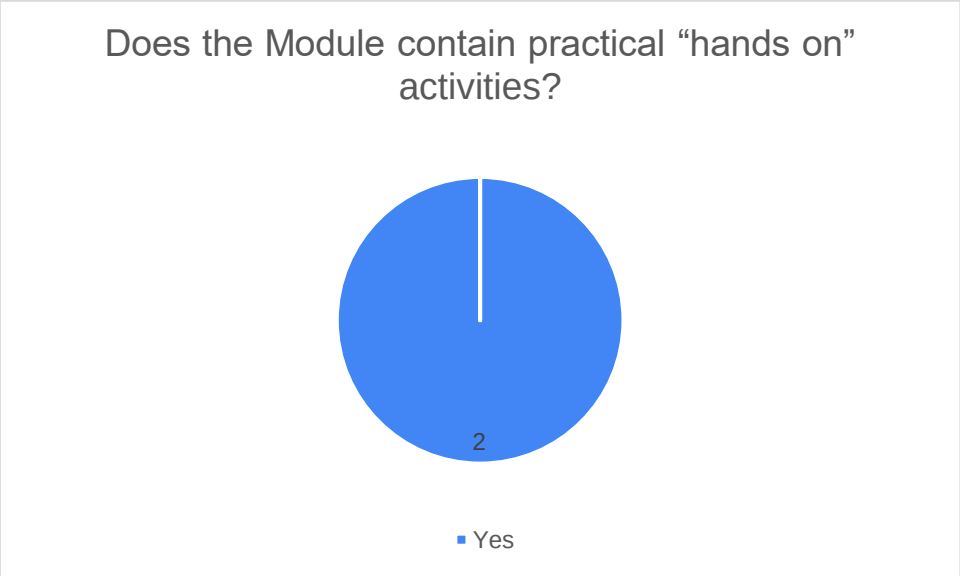

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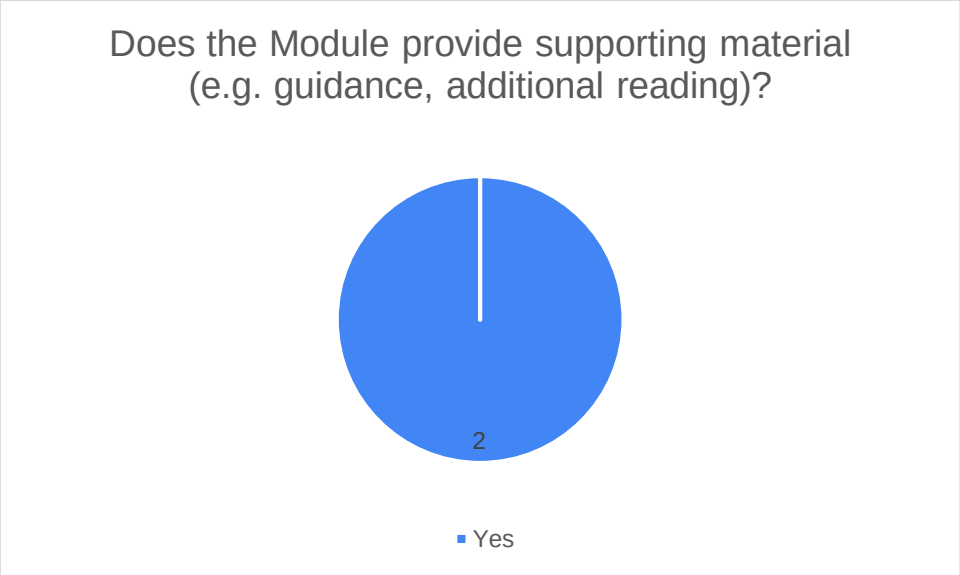

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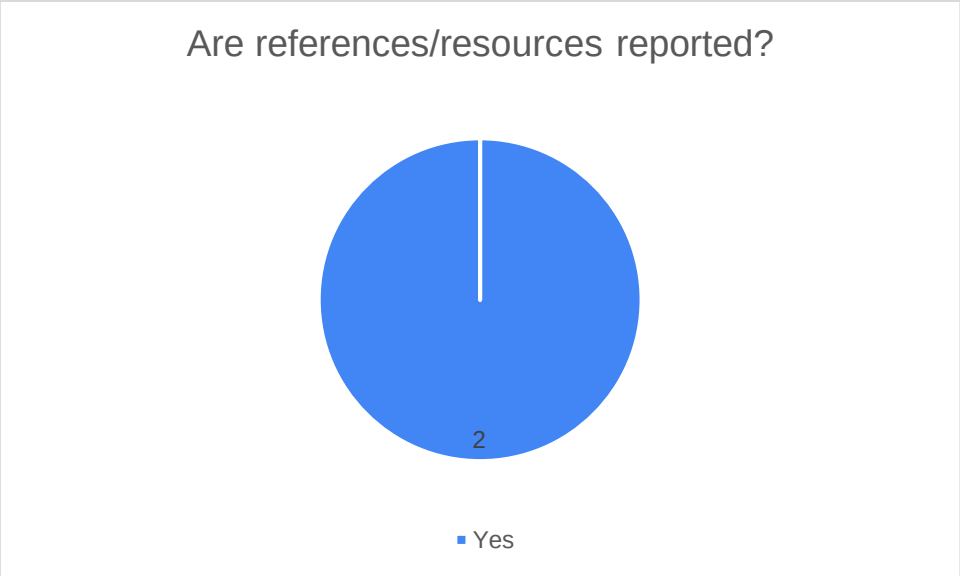

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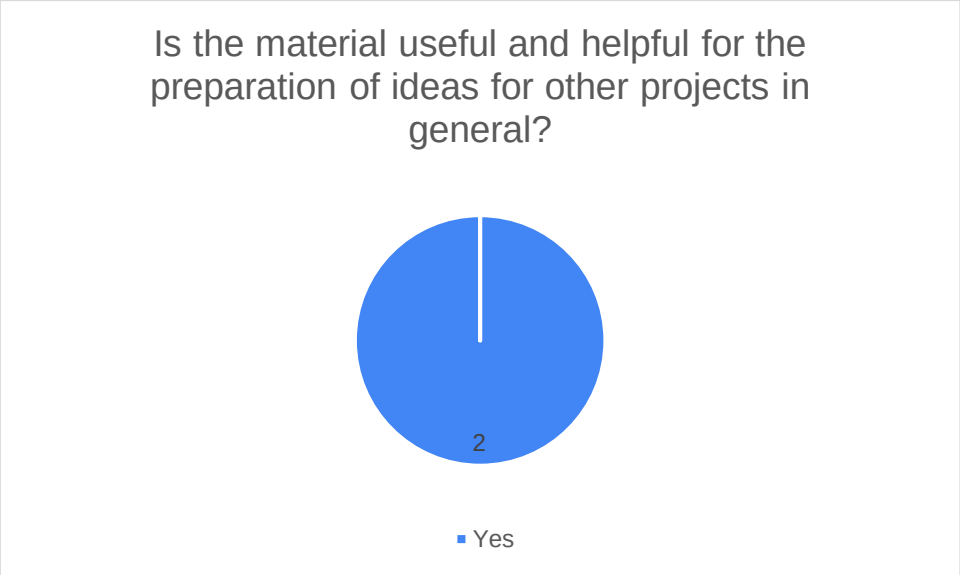

Part C – Open-Ended Questions

The final part of the survey consisted of two (2) open-ended questions that aimed at recording partners' suggestions for improvement.

- Are there any sections in the module that should be removed because they are too long/beyond the topic? Please, place your suggestions in the comments.
  i) No
  ii) Not, in my opinion

- Please, place your suggestions for further improvement of the Learning Material (specify section for suggested improvement)
  i) No suggestions
  ii) No further suggestions

Conclusion

Upon evaluation, Module 5 is deemed to be of high quality in terms of both its format and content. The module's structure and organization are considered optimal for facilitating learning, while its content is comprehensive and well-researched. Furthermore, there were no suggestions for further improvements on any section of the module. Overall, Module 5 has been rated highly.

Module 6: Effective Communication and Collaboration Using Technology

Survey's Findings

Part A – Format Questions

This section of the survey included six (6) close-ended questions that evaluated aspects of the format of each module, such as its syntax and grammar, its visual identity and its overall feature suitability. The questions used a Multiple-choice scale, which included Yes/No/Non-Applicable options. The responses are as follows:

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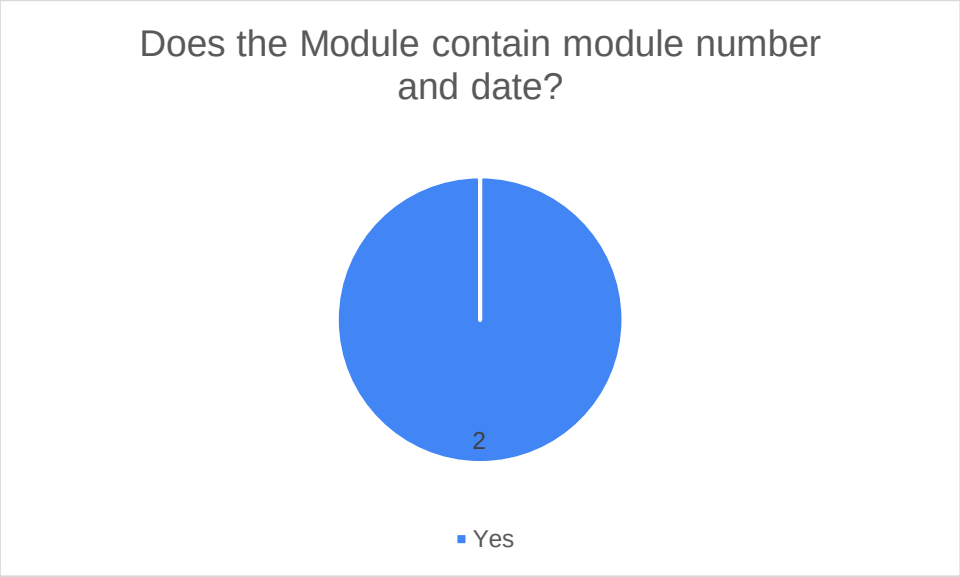

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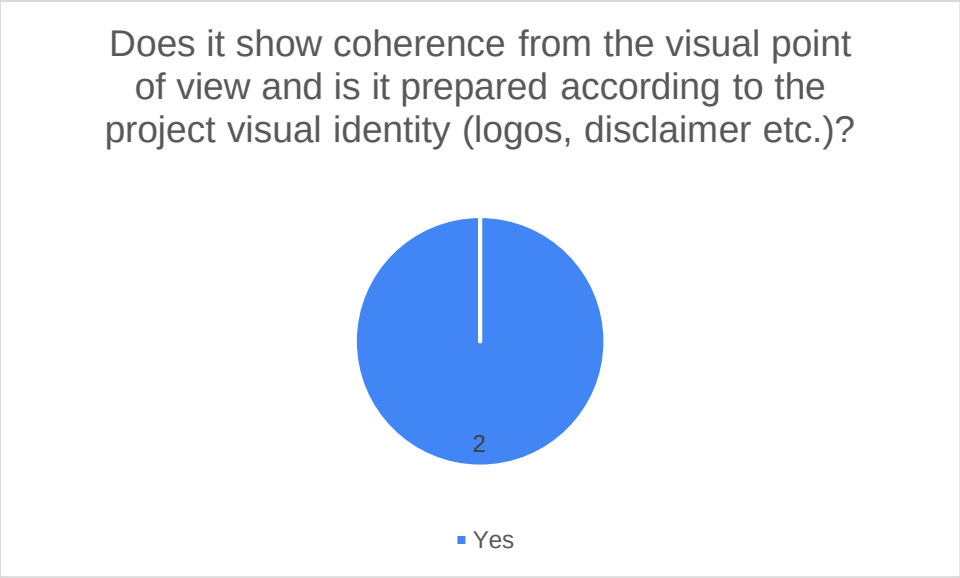

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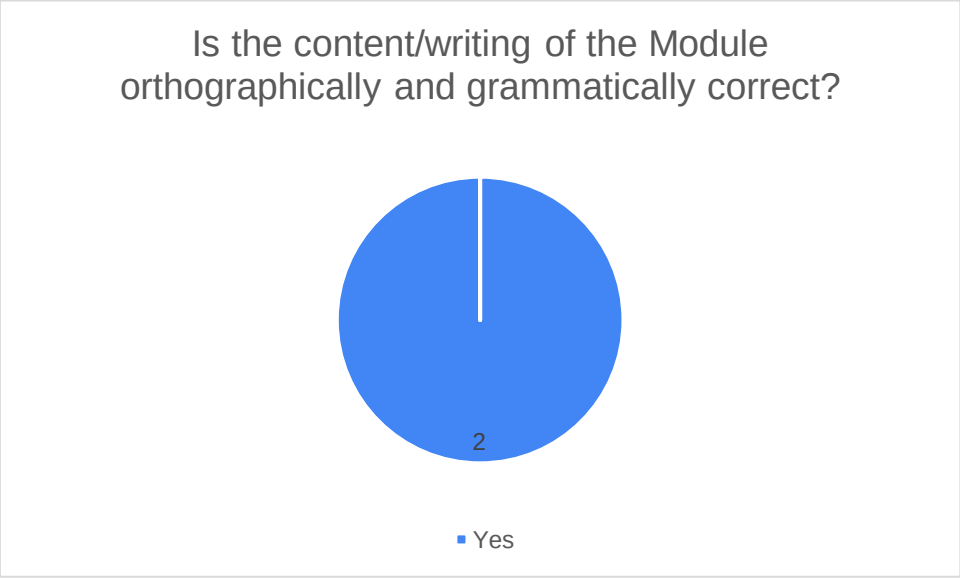

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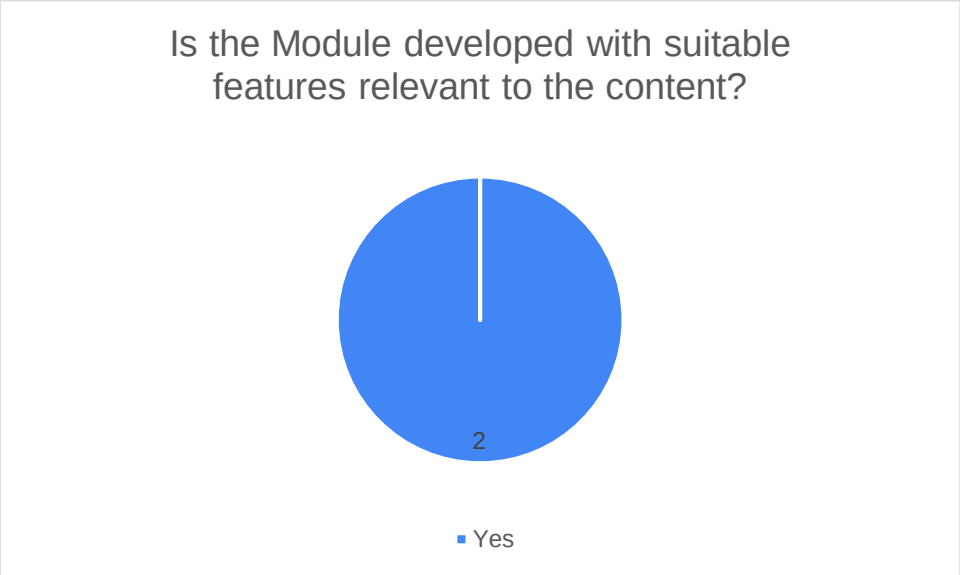

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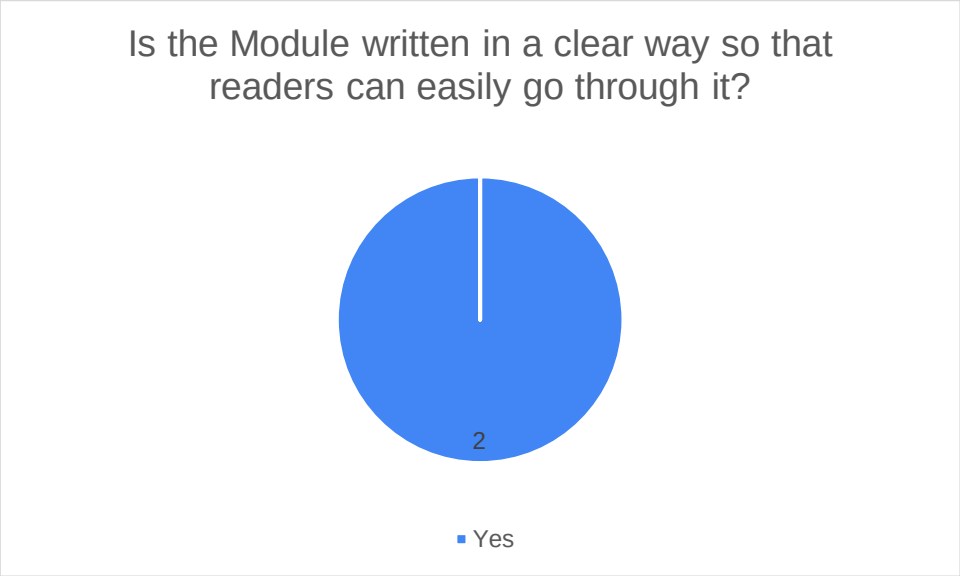

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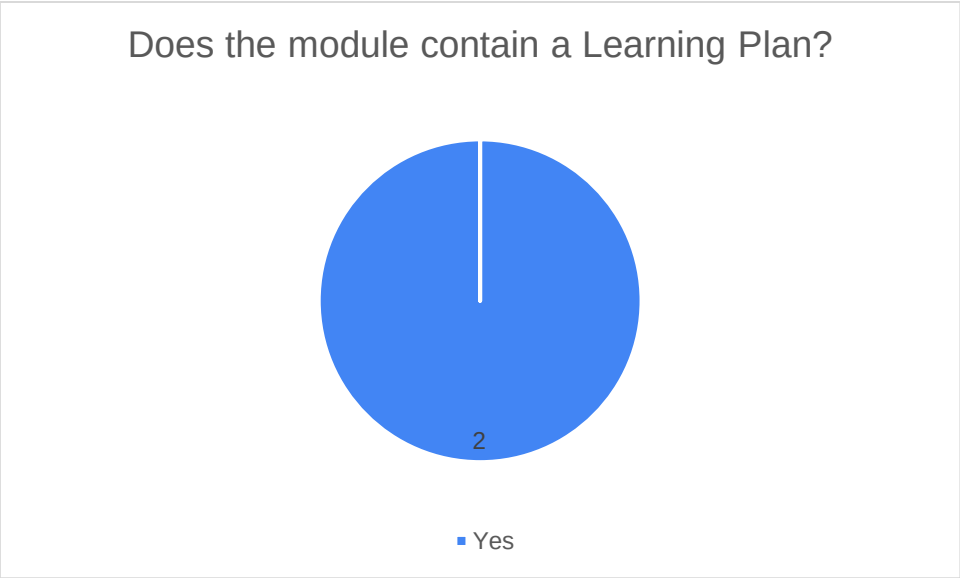

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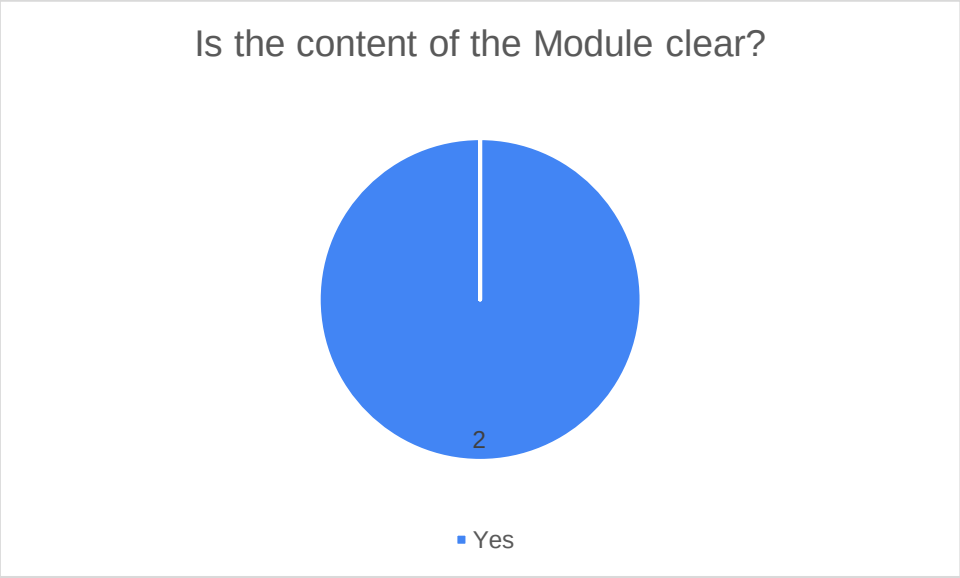

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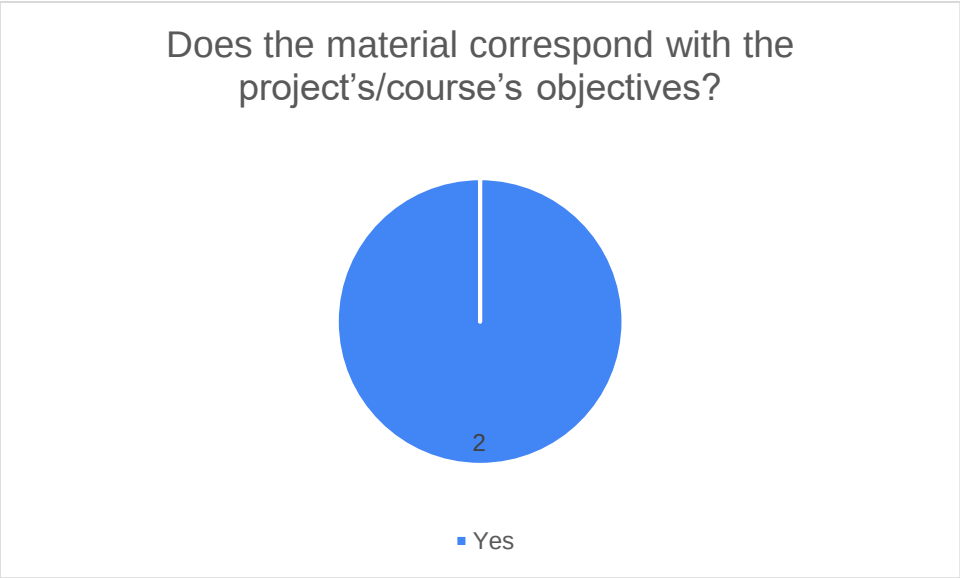

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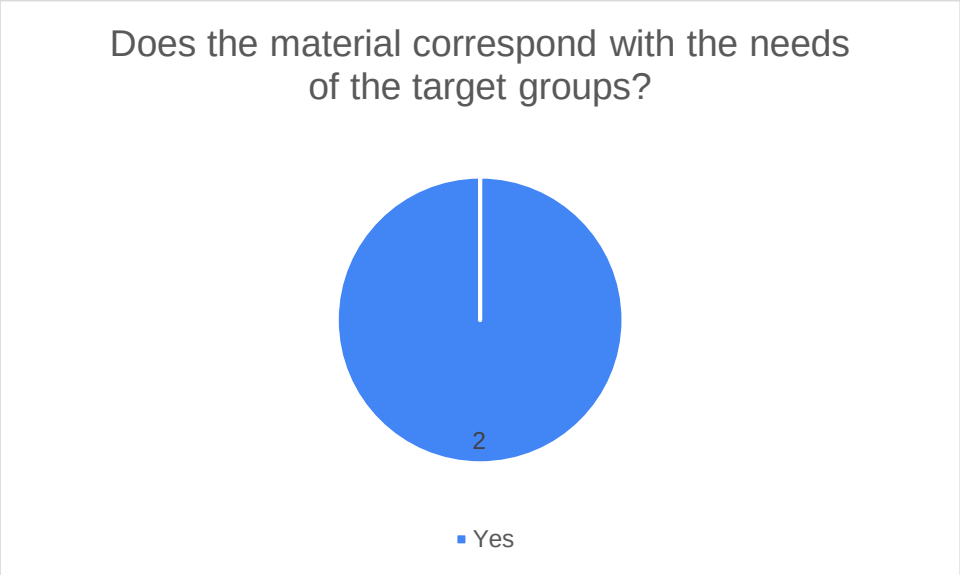

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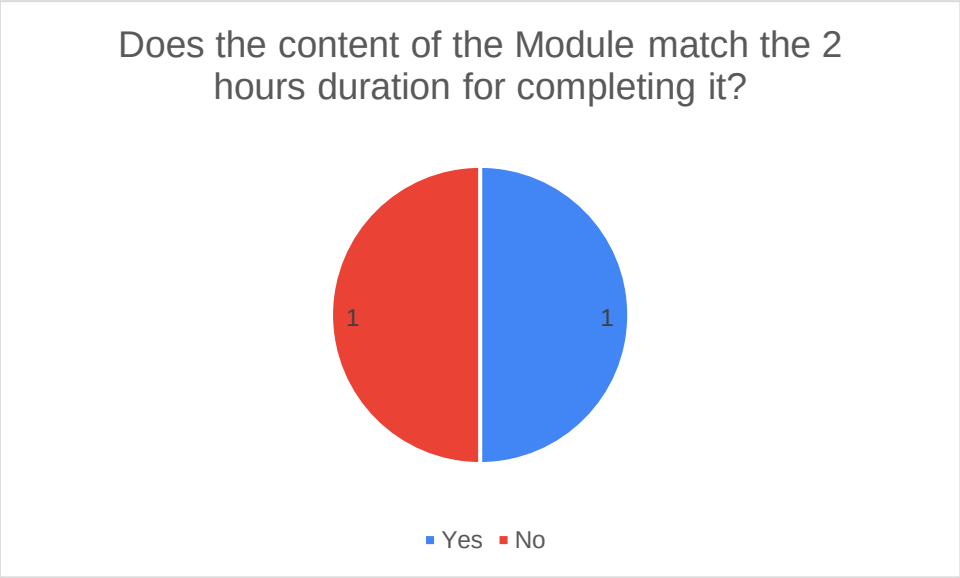

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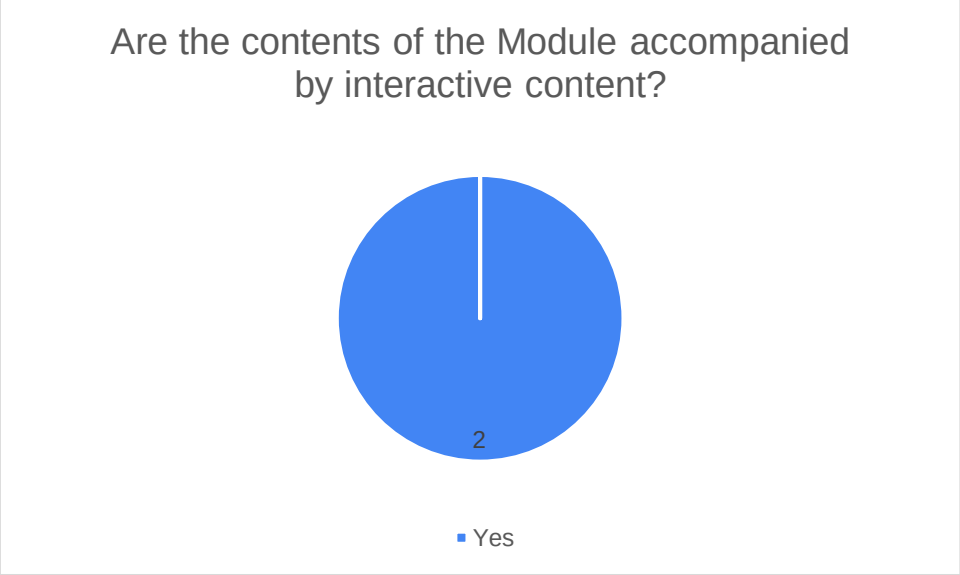

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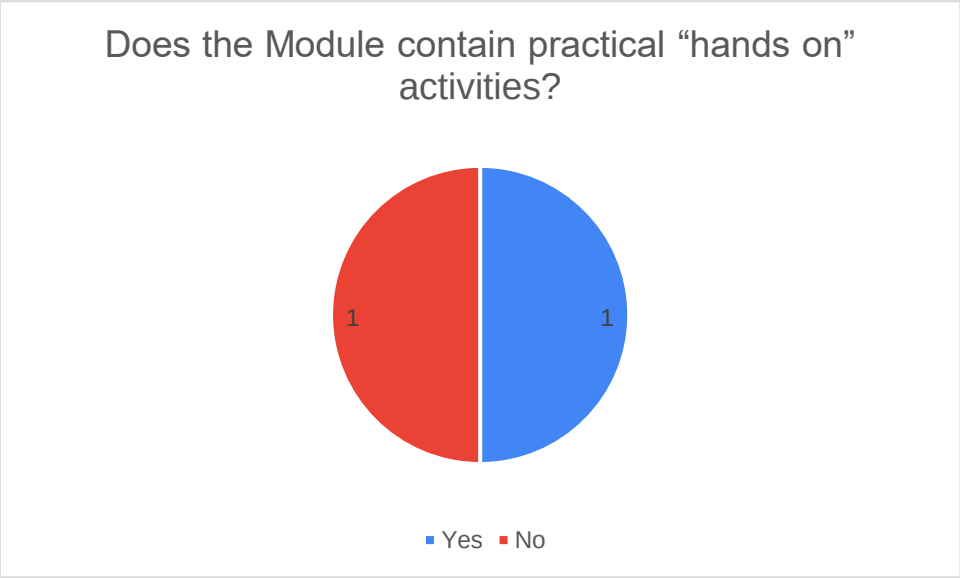

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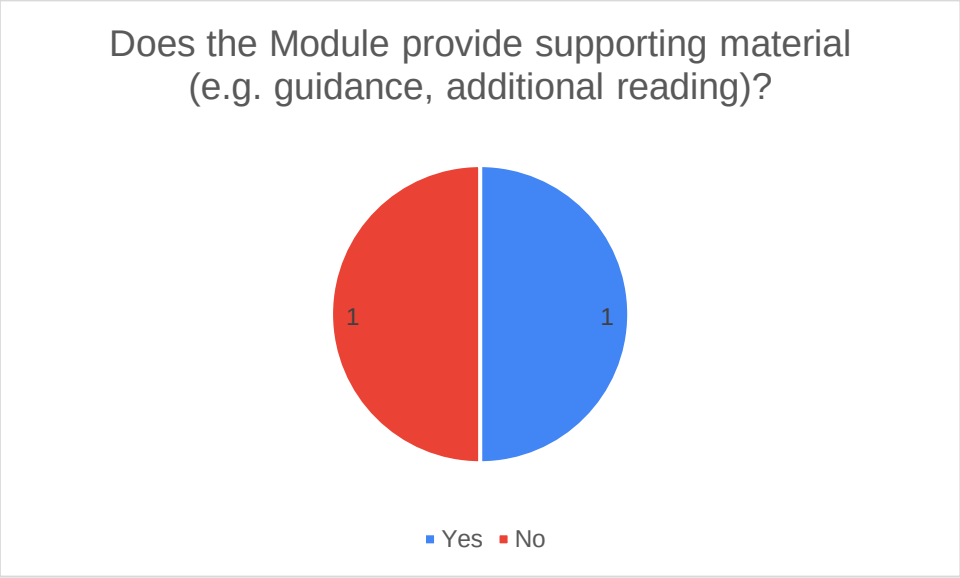

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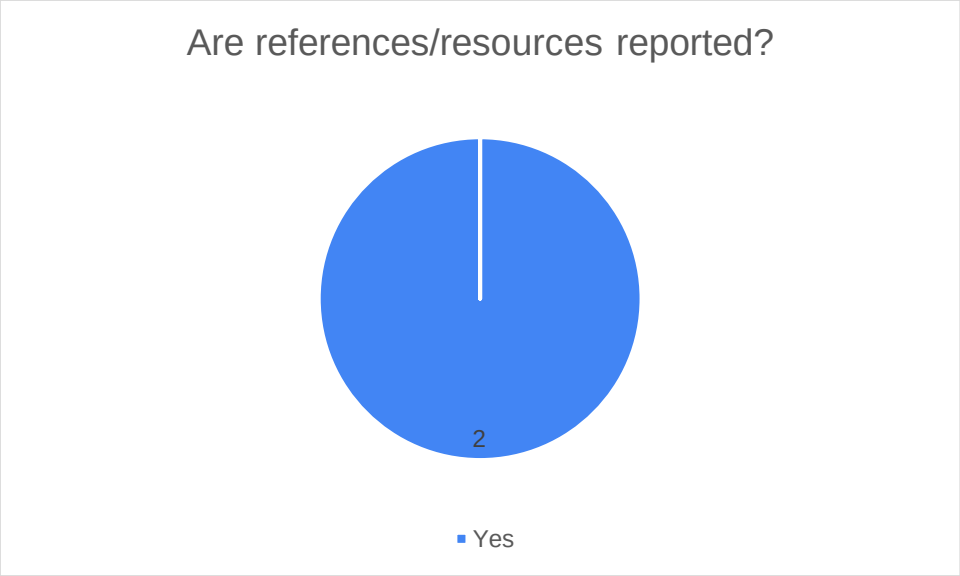

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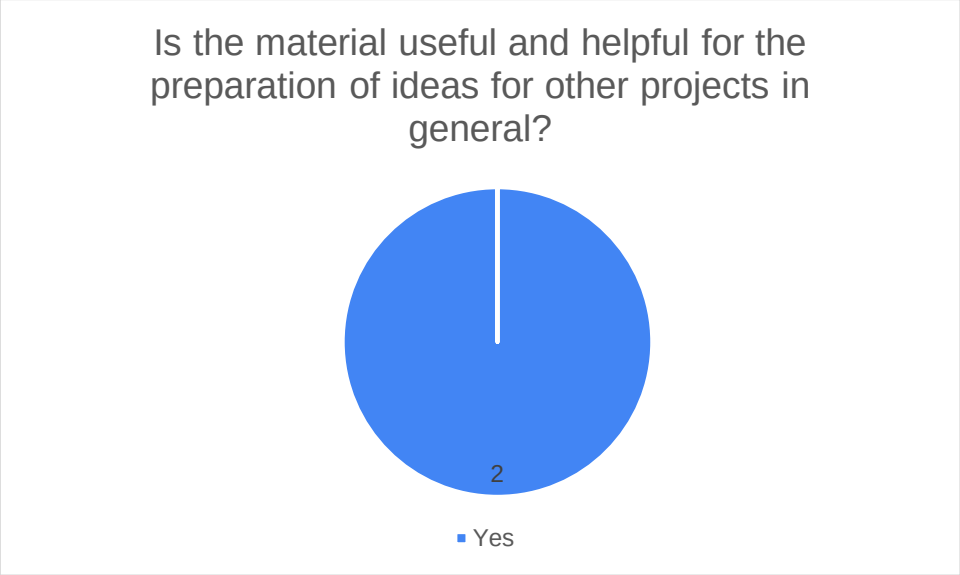

Part C – Open-Ended Questions

The final part of the survey consisted of two (2) open-ended questions that aimed at recording partners' suggestions for improvement.

- Are there any sections in the module that should be removed because they are too long/beyond the topic? Please, place your suggestions in the comments.
  i) syllabus mentions "open discussion" this is hard to achieve in a standalone course unless there is some AI bot planned? Introduction has no data in it, only summary presented, maybe it was intended so. Activity 2 is doodle only?
  ii) no
- Please, place your suggestions for further improvement of the Learning Material (specify section for suggested improvement)

i) the module focuses on interactive communication, these requires that all parties involved are available at the same time, especially in daily communication with parents this is unrealistic, I would suggest to add some information on how to create a forum or dashboard

ii) The final quizz could be a bit more difficult; it would be good to include references to the source of the text and/or further reading; the activities could be made more meaningful by asking the teacher to reflect how this could be applied in their lessons

Conclusion

In conclusion, feedback on the Learning Material of Module 6 highlights some areas for improvement. While there were no suggestions for removing sections deemed too long or beyond the topic, some respondents noted challenges with achieving open discussions and suggested adding information on creating a forum or dashboard. Additionally, feedback on the final quiz suggests making it more challenging and including references to the source of the text and further reading. Finally, suggestions were made to improve the activities by asking teachers to reflect on how the material could be applied in their lessons to make them more meaningful. These suggestions could enhance the module's effectiveness and provide additional value to its intended audience.

Module 7: Disruptive Educational Scenarios: How Teachers Adapt to Find Solutions

Survey's Findings

Part A – Format Questions

This section of the survey included six (6) close-ended questions that evaluated aspects of the format of each module, such as its syntax and grammar, its visual identity and its overall feature suitability. The questions used a Multiple-choice scale, which included Yes/No/Non-Applicable options. The responses are as follows:

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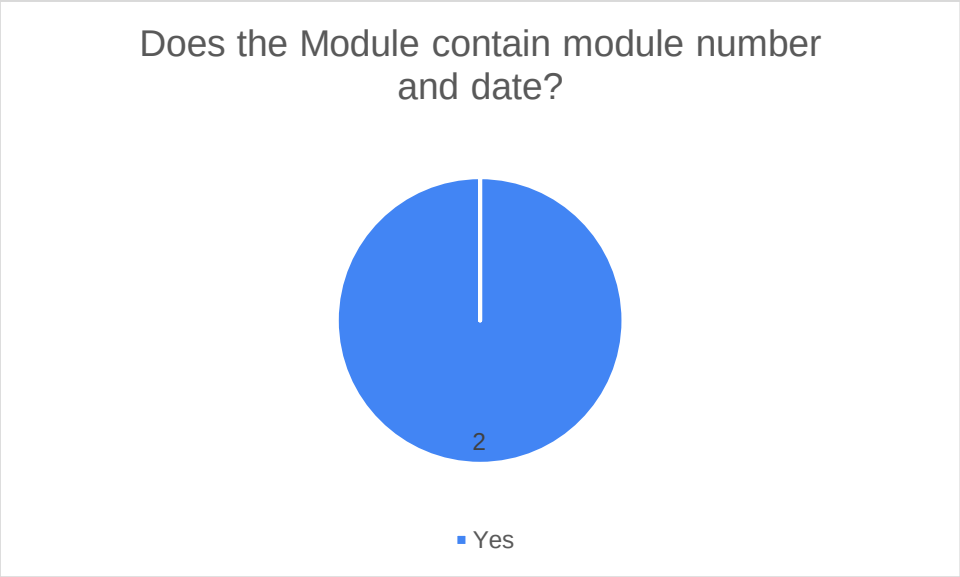
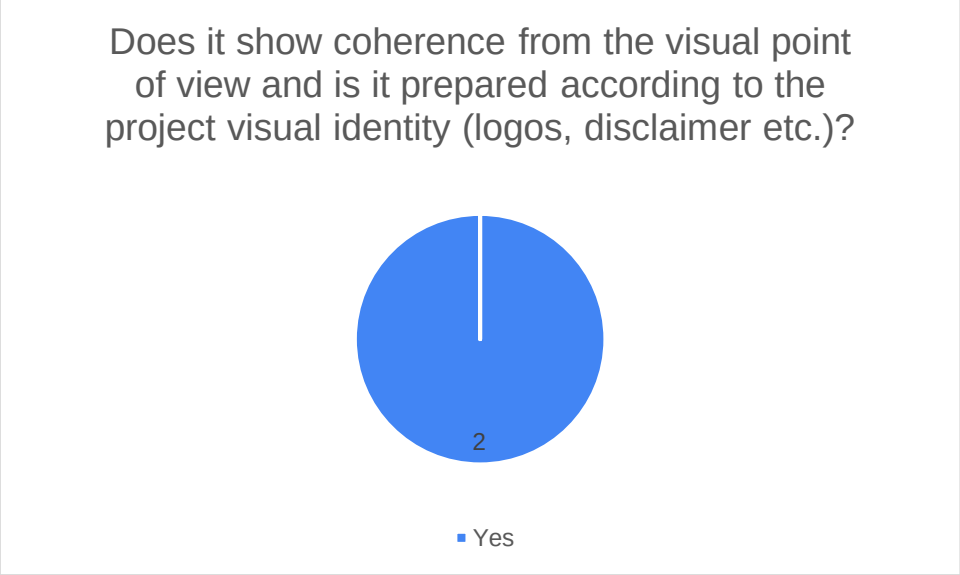


- Does it show coherence from the visual point of view and is it prepared according to the project visual identity (logos, disclaimer etc.)?



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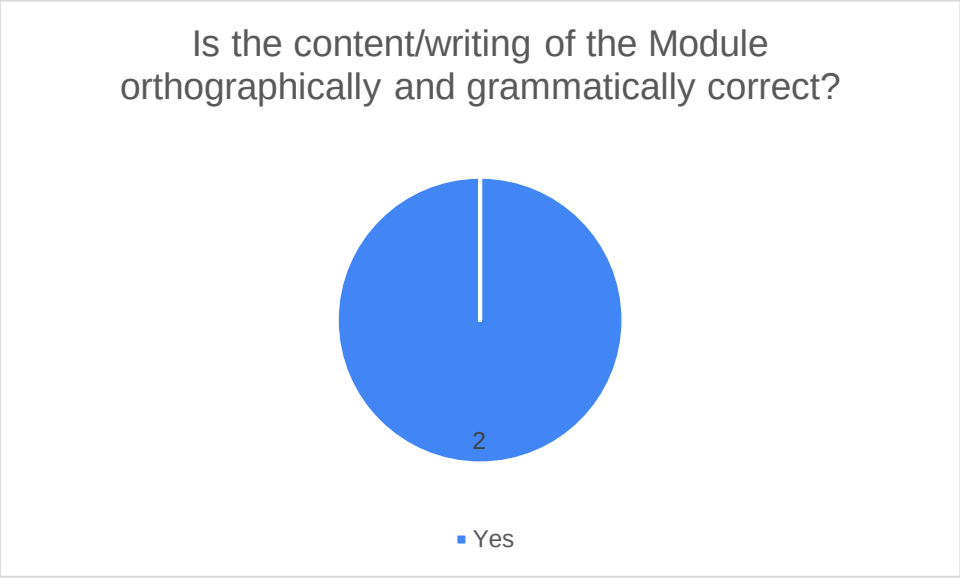
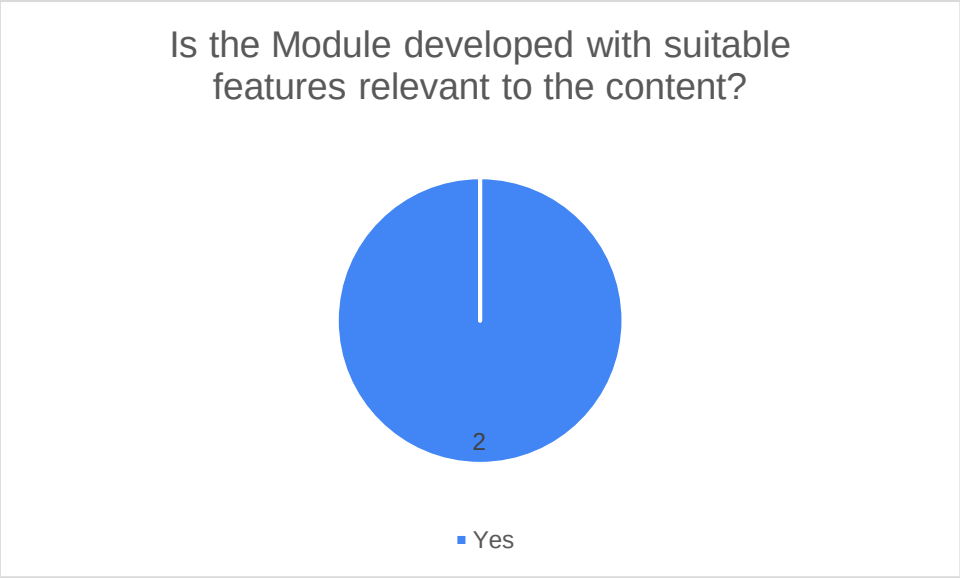
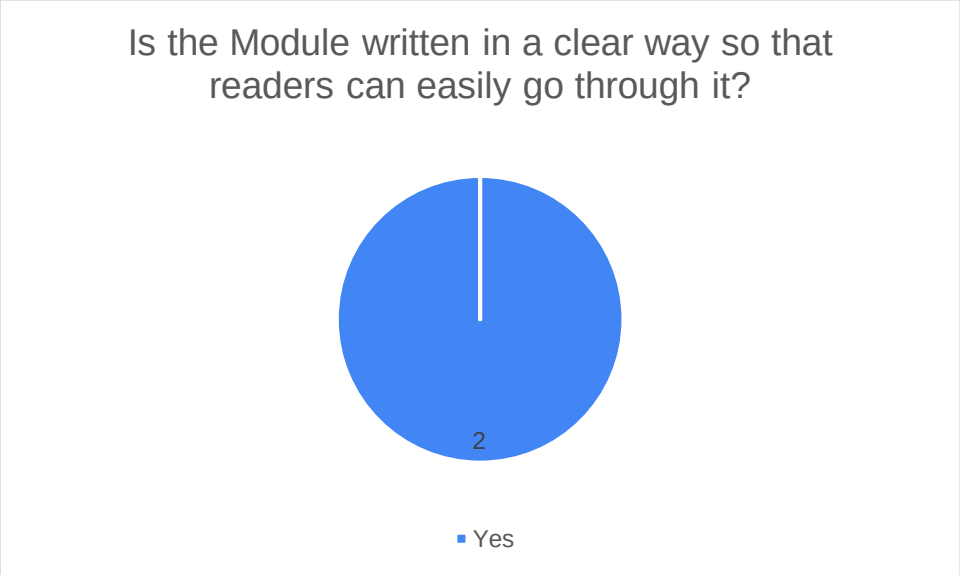


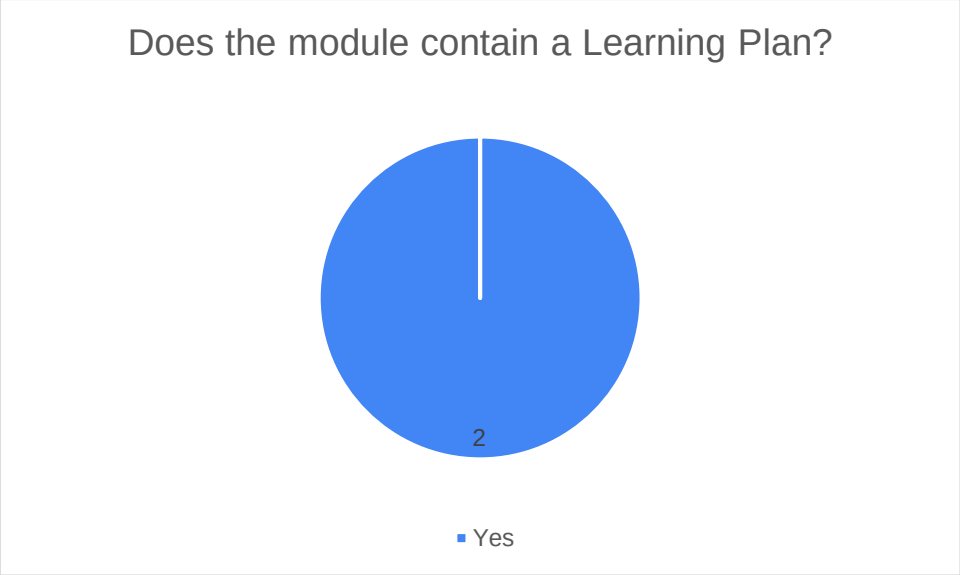
- Is the Module developed with suitable features relevant to the content?



- Is the Module written in a clear way so that readers can easily go through it?



- Does the module contain a Learning Plan?



Part B – Content Questions

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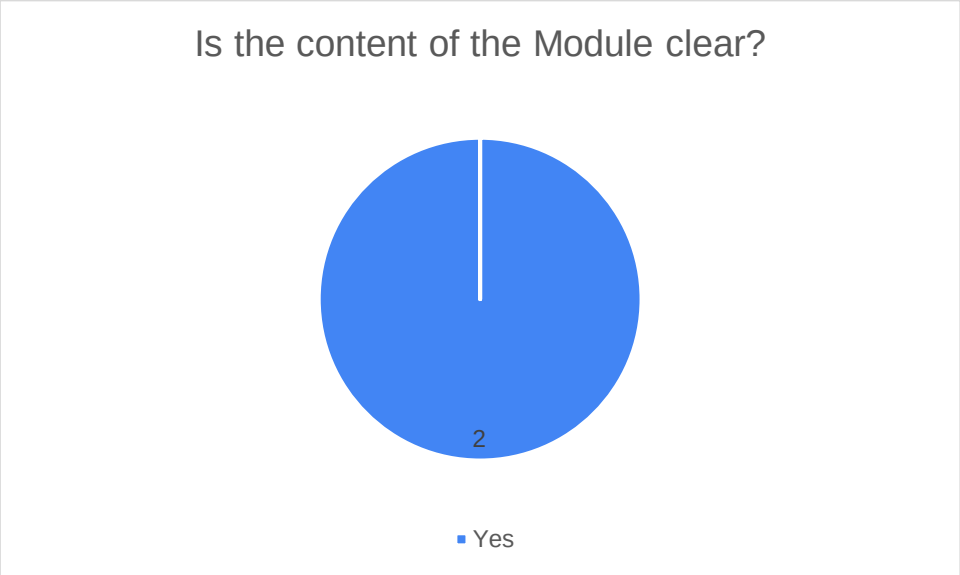
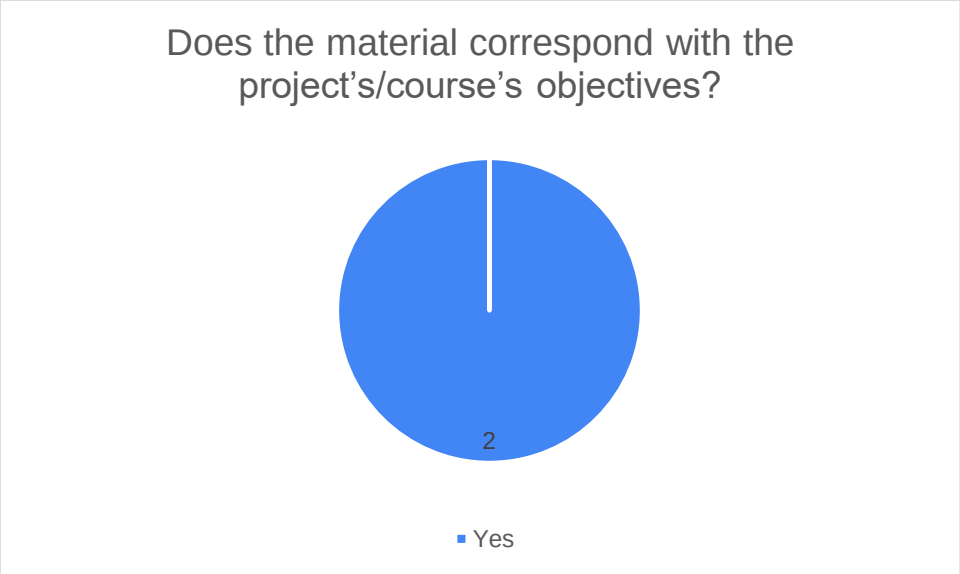
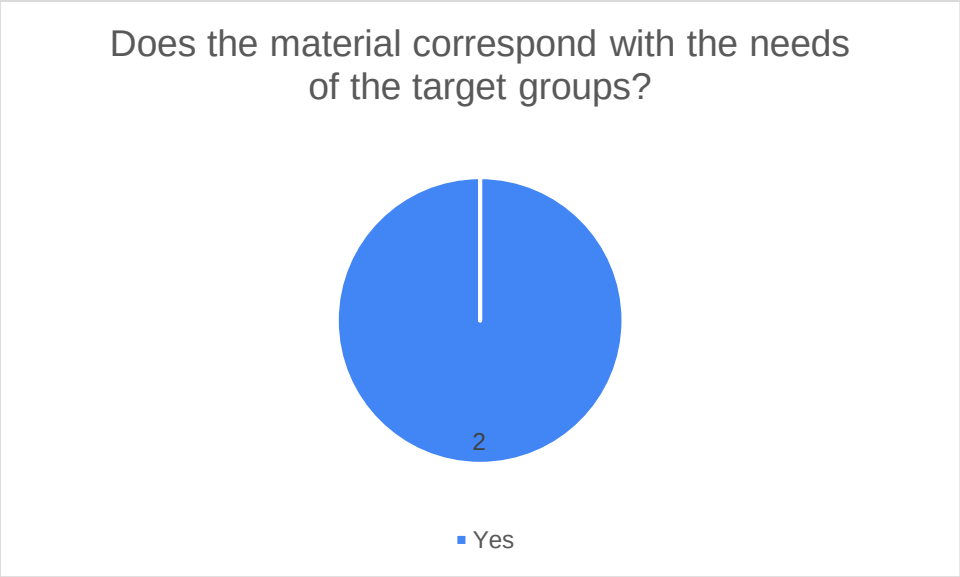
- Is the content of the Module clear?



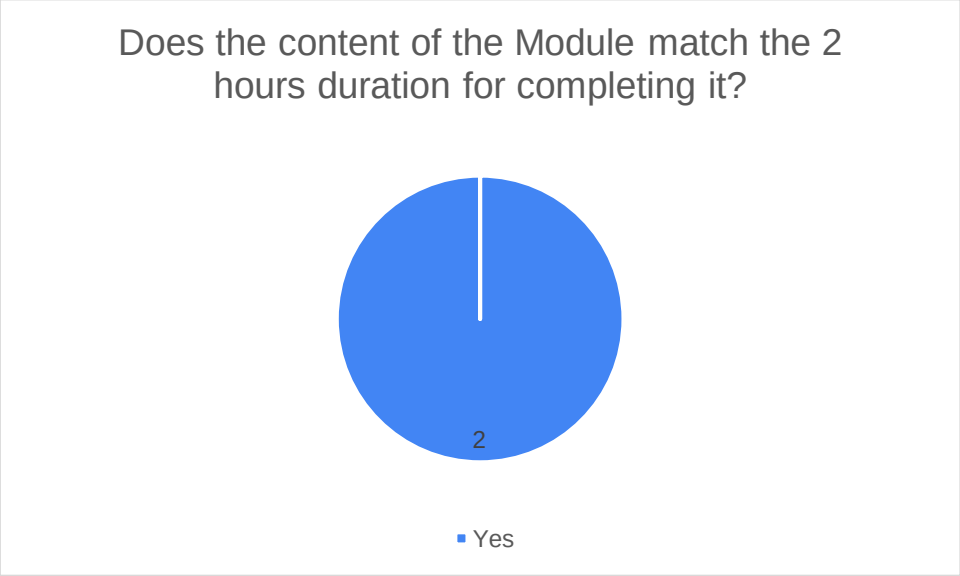
- Does the material correspond with the project's/course's objectives?



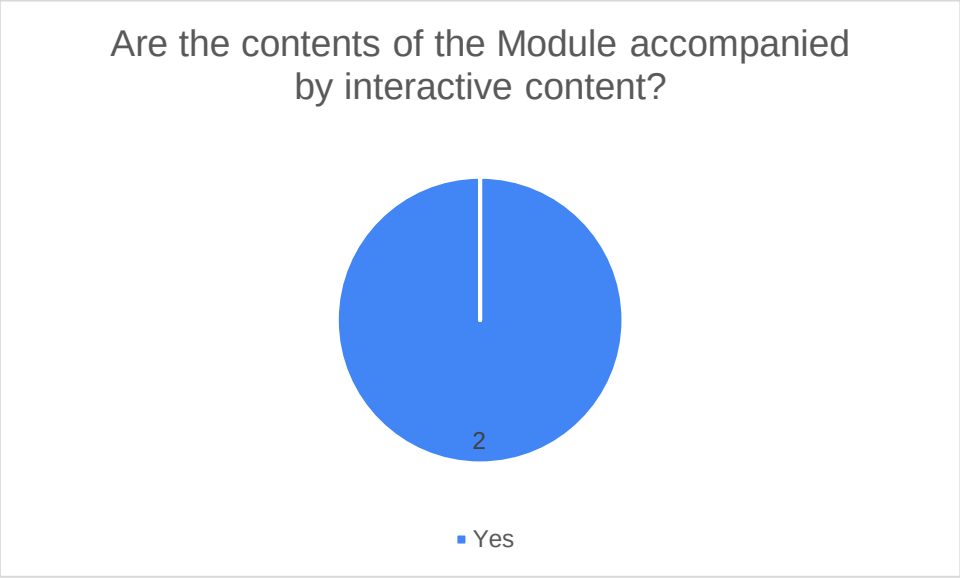
- Does the material correspond with the needs of the target groups?



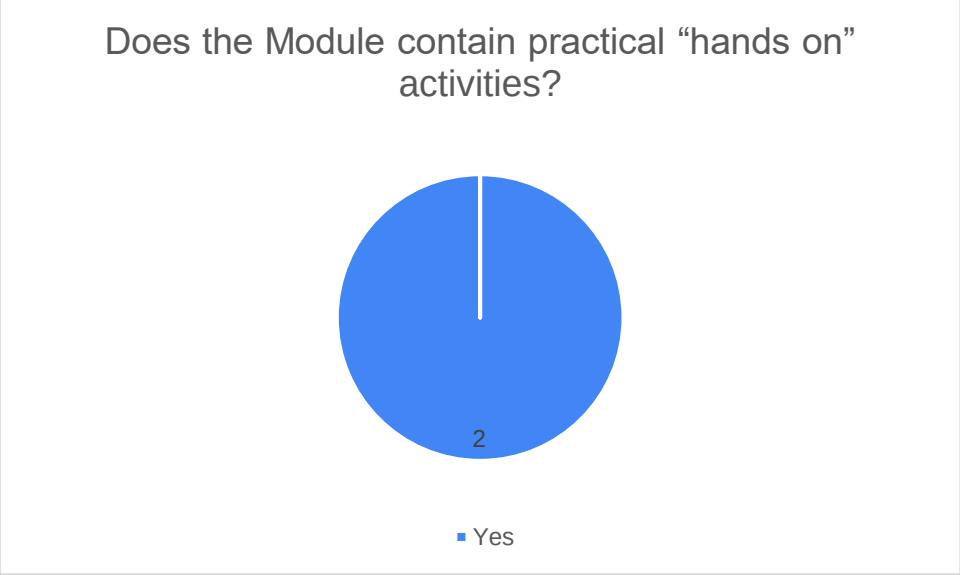
- Does the content of the Module match the 2 hours duration for completing it?



- Are the contents of the Module accompanied by interactive content?



- Does the Module contain practical “hands on” activities?



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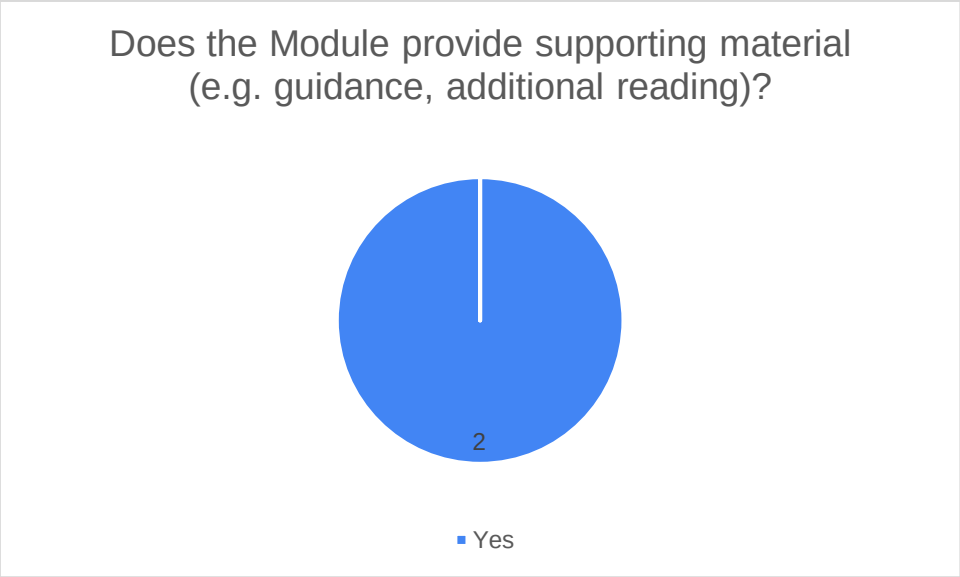

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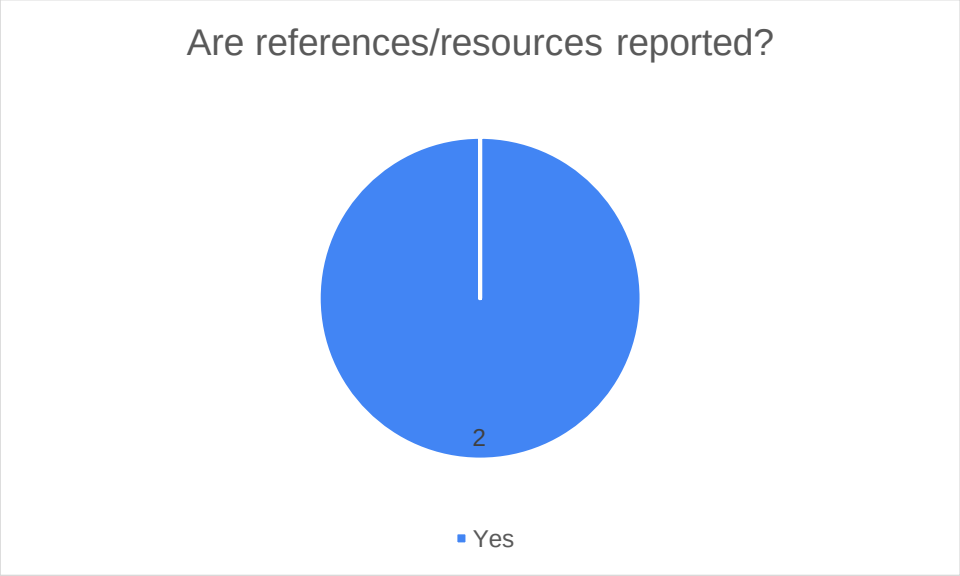
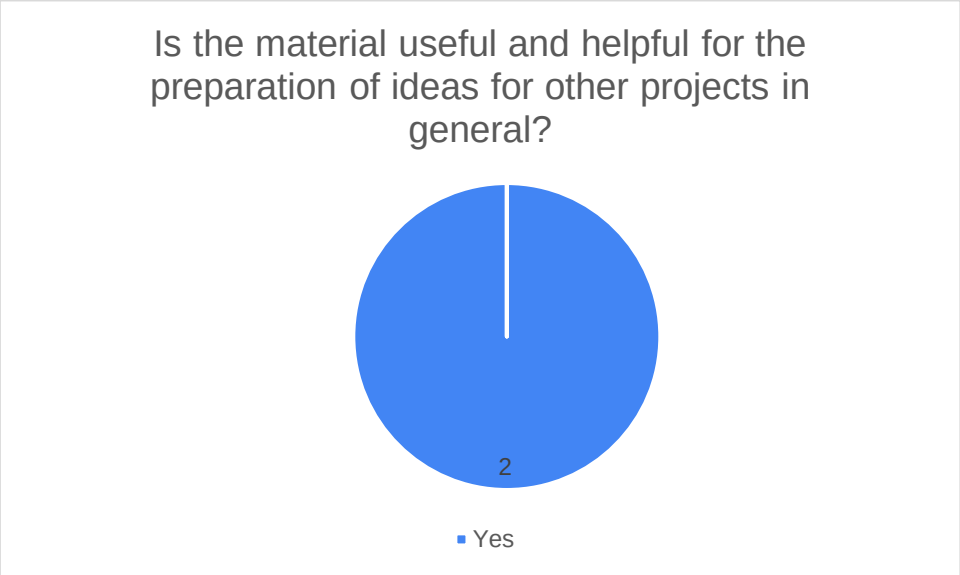


- Is the material useful and helpful for the preparation of ideas for other projects in general?



Part C – Open-Ended Questions

The final part of the survey consisted of two (2) open-ended questions that aimed at recording partners' suggestions for improvement.

- Are there any sections in the module that should be removed because they are too long/beyond the topic? Please, place your suggestions in the comments.
  i) maybe shorten it a bit overall
  ii) the module is too long
- Please, place your suggestions for further improvement of the Learning Material (specify section for suggested improvement)
  i) nothing to be changed just maybe make it a bit shorter
  ii) In general, I find the module too long - I would recommend you allocate some of your content as further reading material (e.g. the cloud computing document contains 166 pages which is too long). I would recommend you transfer all material on Moodle so that viewers are not required to download documents on the computer - maybe create an embedded PPT presentation. In terms of the exercises, who is going to correct them? I think it would be best if you create the multiple choice ones through moodle (there is an embedded function for that) and perhaps change some to a multiple choice format (eg the first exercise). The rest, I would change to a self-assessment format.

Conclusion

In conclusion, feedback on the Learning Material of Module 7 suggests that some sections may be too long, and the module overall could be shorter. Respondents suggest allocating some content as further reading material and transferring all materials to Moodle to improve

accessibility. Additionally, suggestions were made to change the exercises to a self-assessment format, using Moodle's embedded multiple-choice function, to make it easier for learners to complete and receive feedback. These recommendations could help streamline the module and make it more accessible and engaging for its intended audience.

Module 8: Teachers as Future Multipliers

Survey's Findings

Part A – Format Questions

This section of the survey included six (6) close-ended questions that evaluated aspects of the format of each module, such as its syntax and grammar, its visual identity and its overall feature suitability. The questions used a Multiple-choice scale, which included Yes/No/Non-Applicable options. The responses are as follows:

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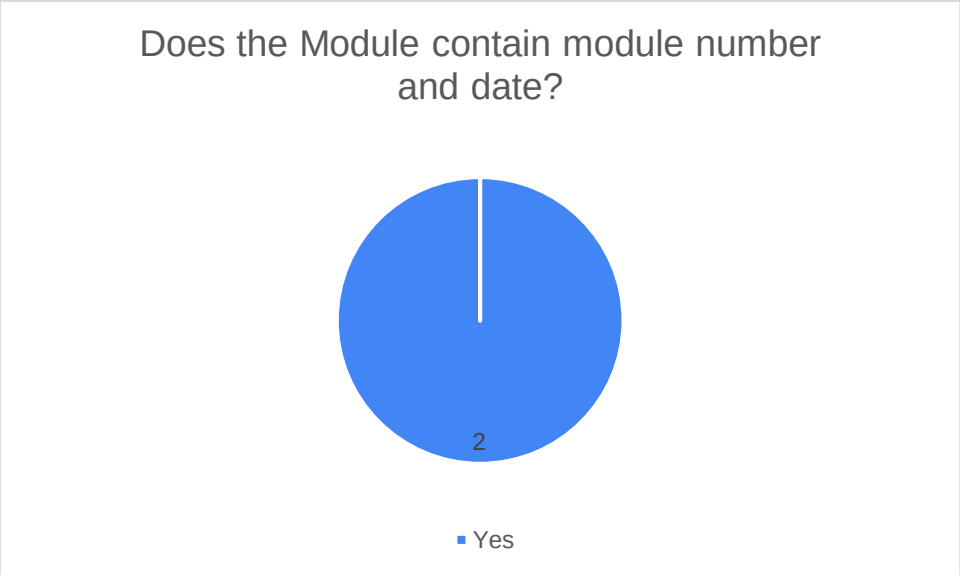

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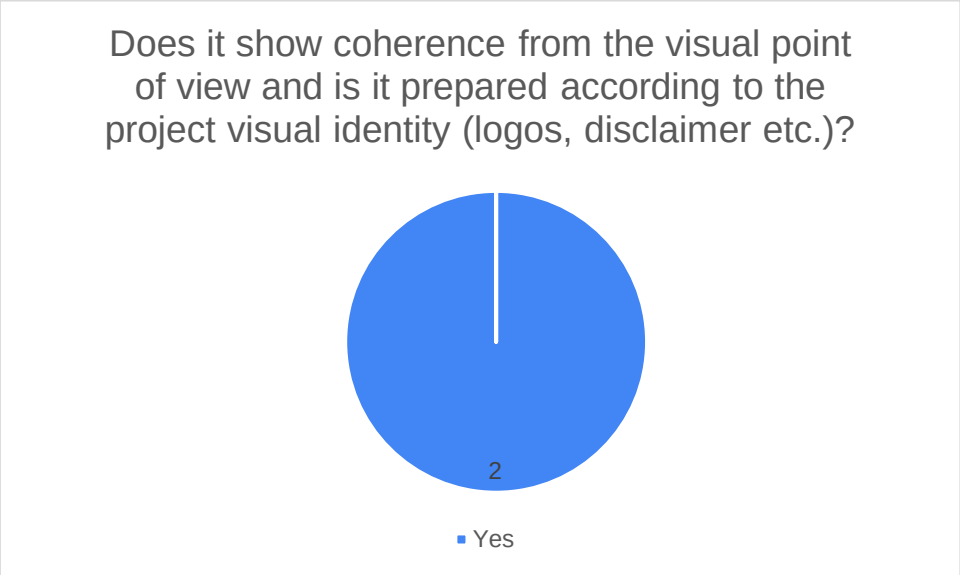

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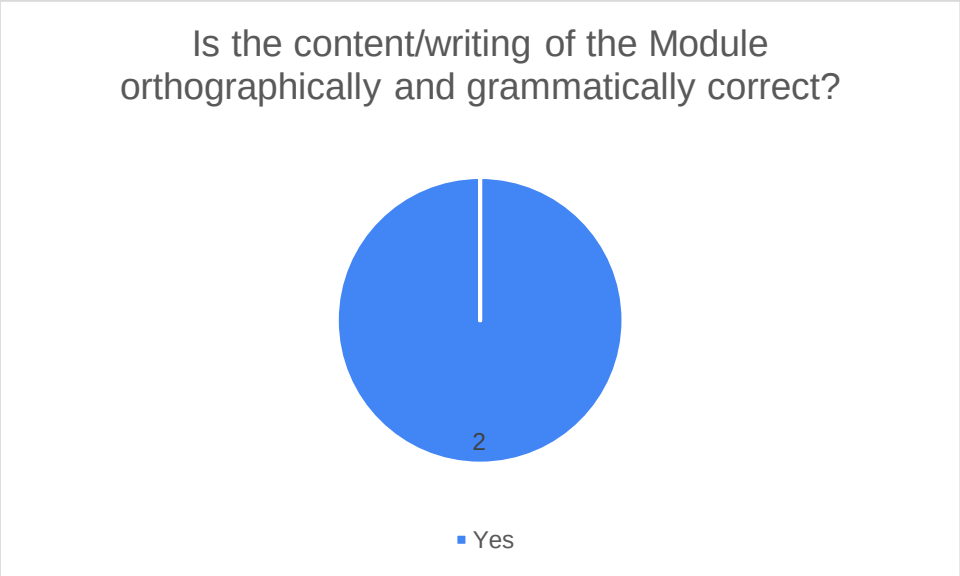

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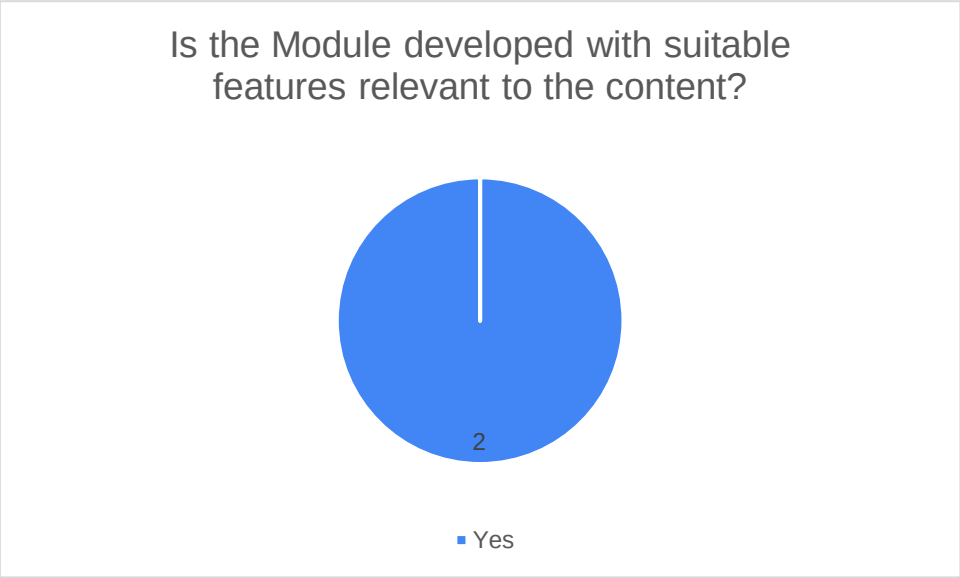

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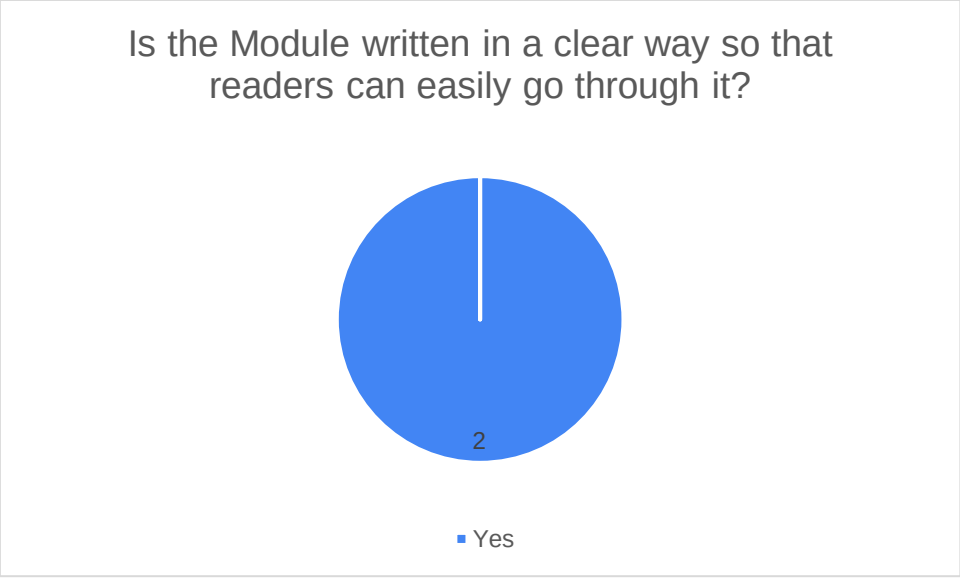

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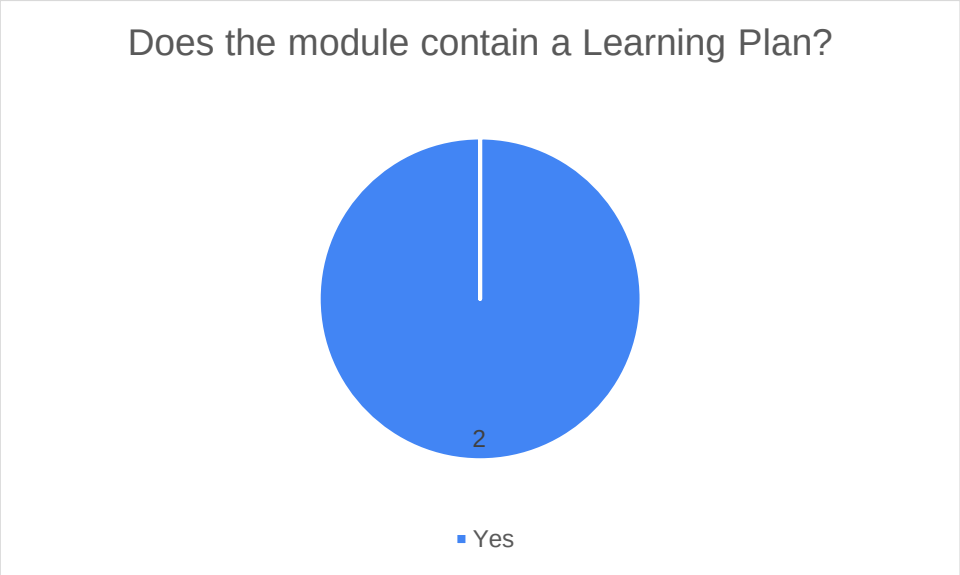

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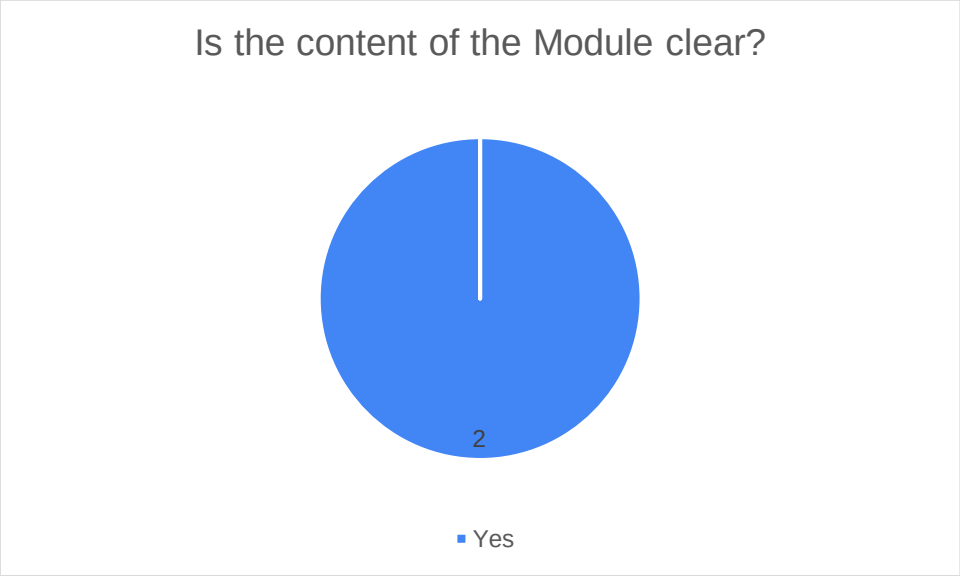

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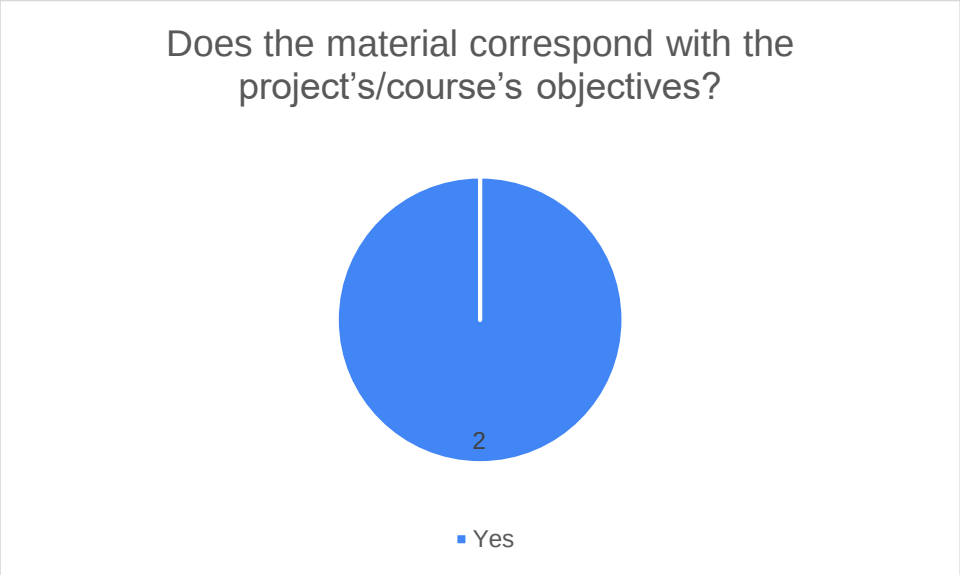

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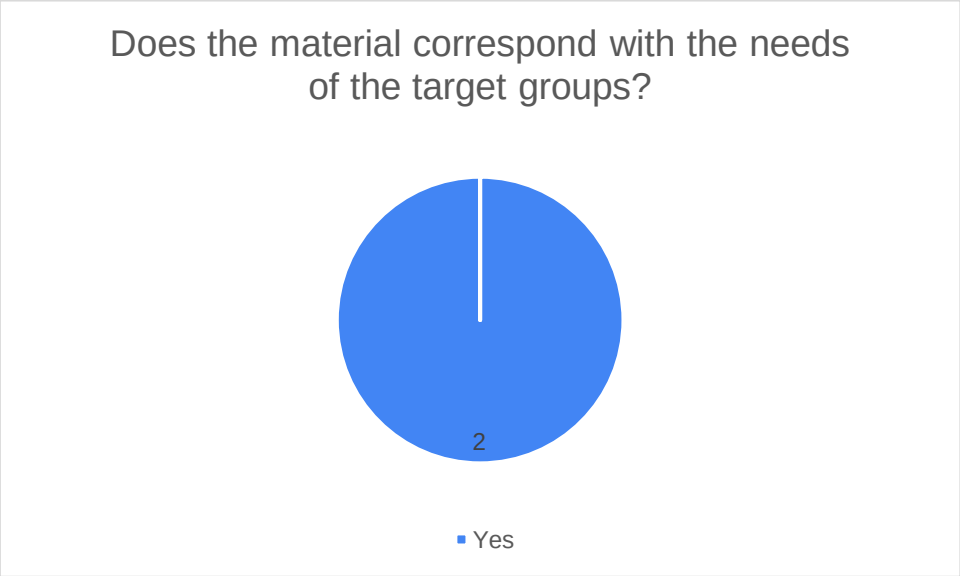

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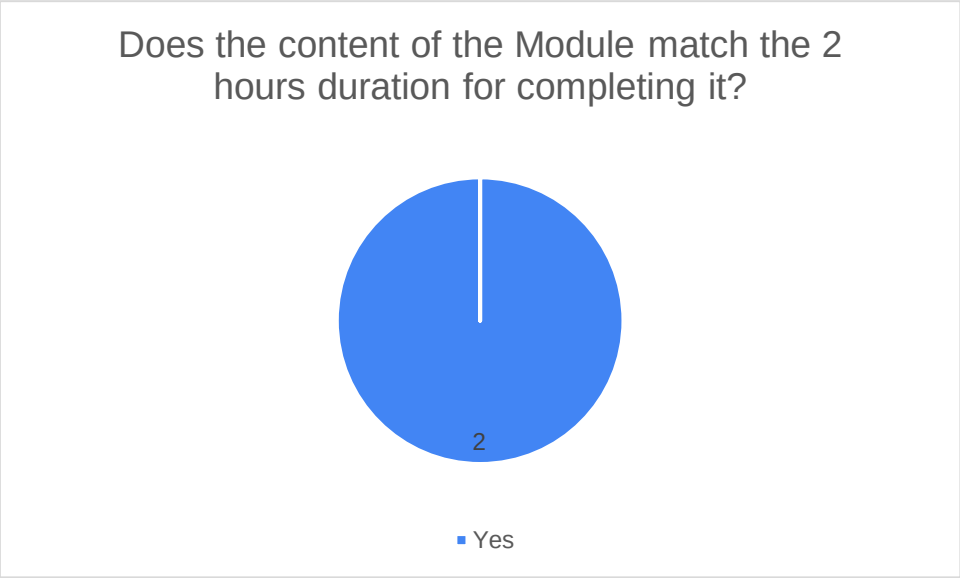

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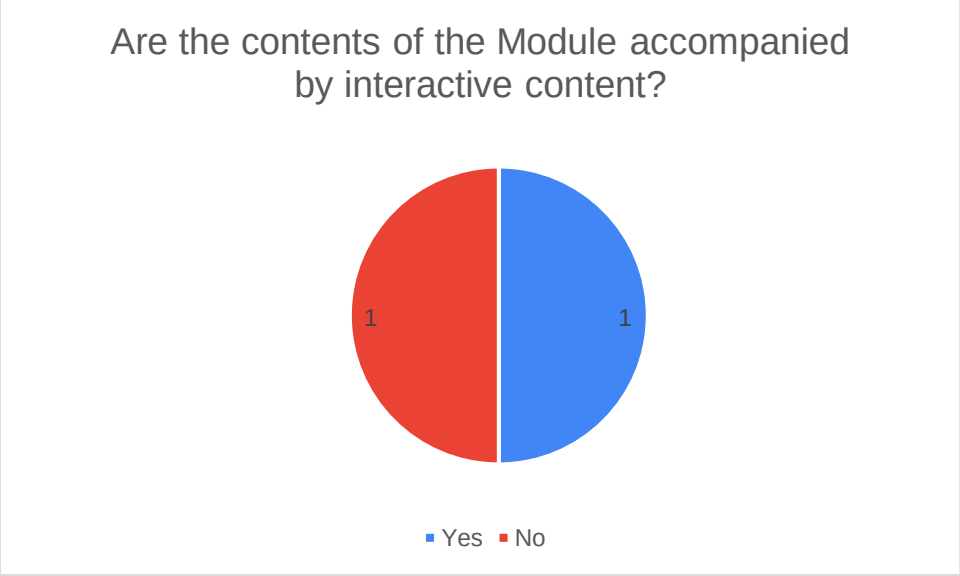

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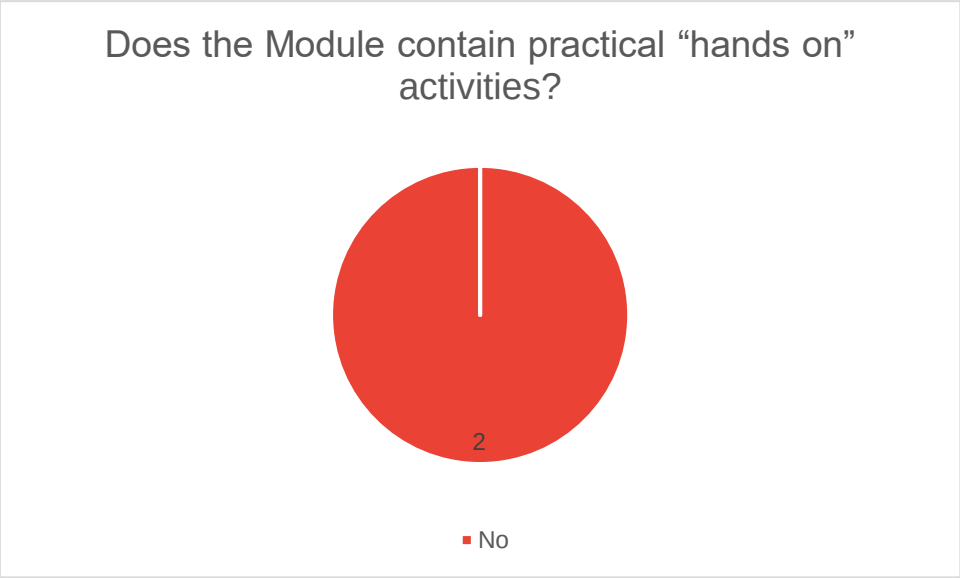

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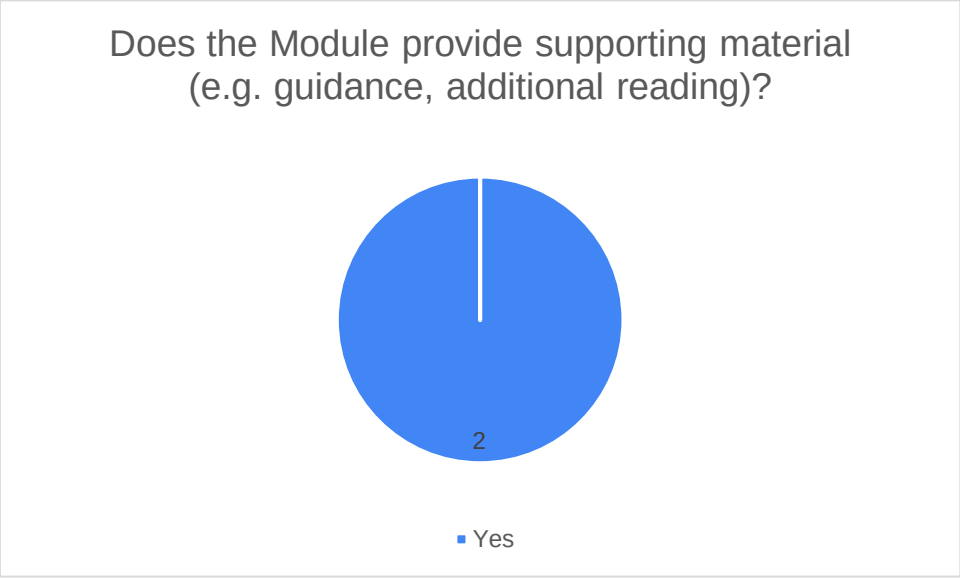

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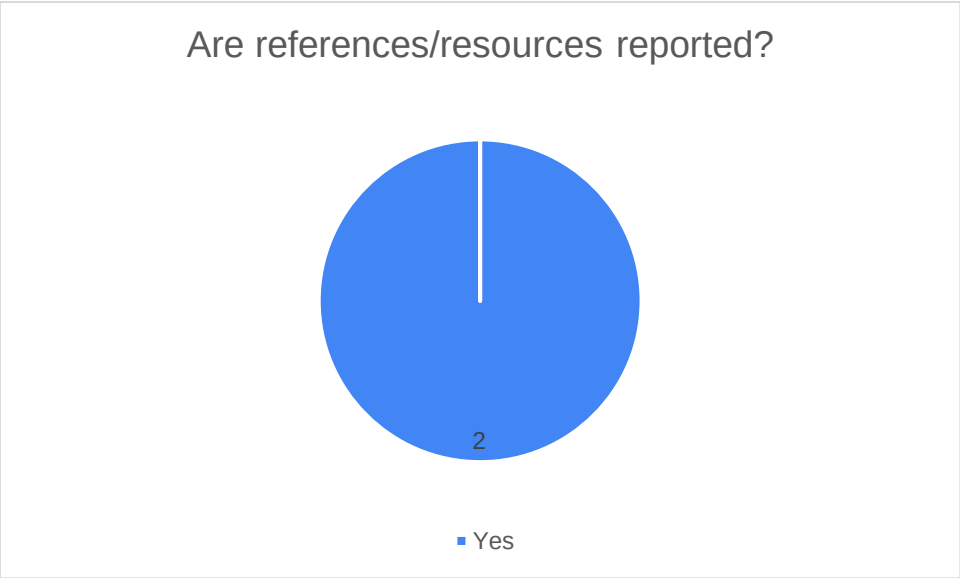

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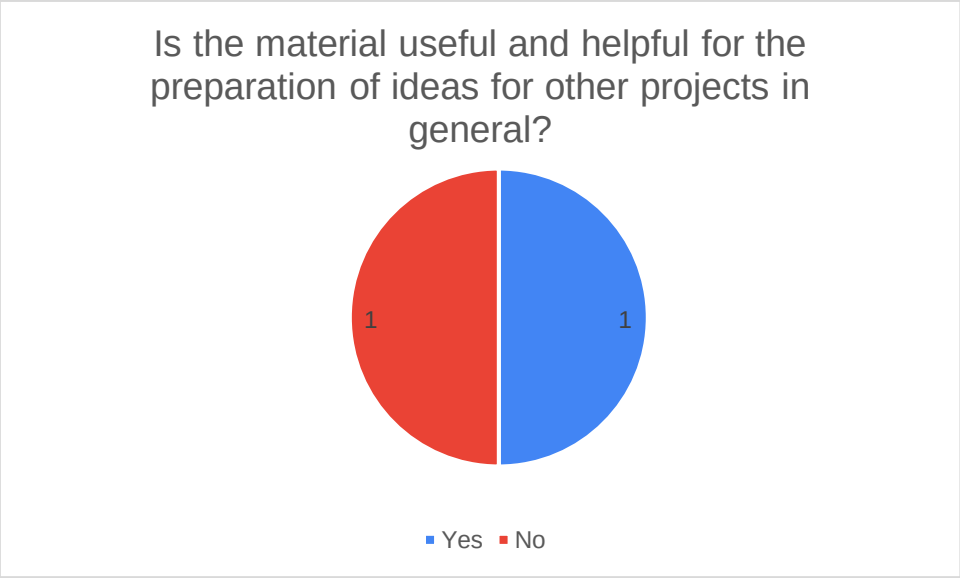


Part C – Open-Ended Questions

The final part of the survey consisted of two (2) open-ended questions that aimed at recording partners' suggestions for improvement.

- Are there any sections in the module that should be removed because they are too long/beyond the topic? Please, place your suggestions in the comments.
  i) It's simple math! - too American
  ii) no

- Please, place your suggestions for further improvement of the Learning Material (specify section for suggested improvement)
    i) Overall, I think there is too much text – I would suggest you convert this text to more interactive content
    ii) The "Book" type of page is misleading as people may expect to be told about a book, not that they are reading some text that Moodle calls a "book", also the menu on the right with the book outline disappears as soon as you enter a page so navigation is not too easy.

Conclusion
In conclusion, feedback on the Learning Material of Module 8 suggests that the module could benefit from some improvements. Specifically, there are suggestions to make the content more interactive and to reduce the amount of text. Additionally, some respondents recommend revising certain elements of the platform to improve navigation, such as making the menu on the right of the book type of page more easily accessible. These recommendations could help to enhance the user experience and increase engagement with the material.

Overall Conclusion
Overall, the internal evaluation of the eight (8) modules has shown that they are of high quality in terms of both their format and content. The modules' structures and organizations are optimal for facilitating learning, while their contents are comprehensive and well-researched. However, there are some areas of improvement suggested by the feedback received for each module. These suggestions include modifying font style, shortening certain sections, introducing interaction, adding interactive materials, balancing the depth of information presented with the module's length, improving broken links, enhancing navigability, making the final quiz more challenging, improving activities, streamlining the module, making it more accessible and engaging, and reducing the amount of text. By implementing these recommendations, the Learning Materials could be further developed and optimized to provide an effective and engaging learning experience for their users. Overall, the evaluation has been useful in identifying ways to improve the Learning Materials and ensuring they meet the standards expected of an effective learning resource.

ANNEX II – External Pilot Testing

The external pilot testing of the ONLIFE course and accompanying modules was divided into two distinct phases. The first phase (Part 1) focused on assessing the functionality of the Moodle platform, which served as the primary delivery method for the course content. This included testing various features of the platform, such as the ease of navigation, accessibility, and responsiveness. The purpose of this phase was to ensure that the platform was user-friendly and reliable for the participants.

The second phase (Part 2) of the external pilot testing focused on evaluating the quality of the ONLIFE course and its accompanying modules. This phase aimed to assess the effectiveness of the course in achieving its learning objectives and to identify any areas that require improvement. The evaluation process involved subjecting the course and modules to rigorous scrutiny based on predetermined criteria and guidelines.

The results of the pilot testing were analyzed to provide valuable insights into the effectiveness of the ONLIFE course and to inform future improvements to the course content and platform functionality. The feedback received from the participants during the pilot testing phase was also used to enhance the quality of the course and improve the learning experience for future learners.

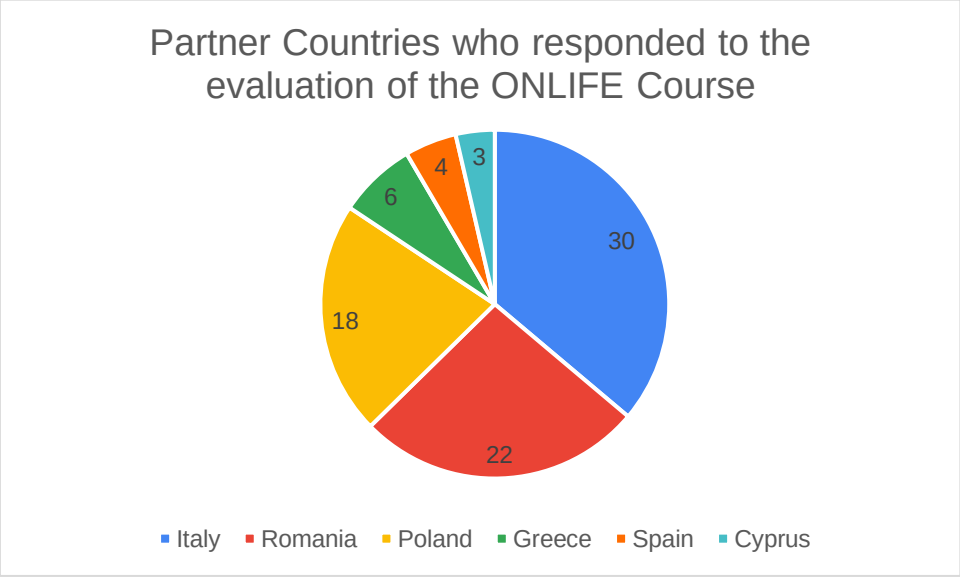
Part 1 – Functionality of the Platform

The first phase (Part 1) focused on assessing the functionality of the Moodle platform, which served as the primary delivery method for the course content. This included testing various features of the platform, such as the ease of navigation, accessibility, and responsiveness. The purpose of this phase was to ensure that the platform was user-friendly and reliable for the participants.

The following partner countries responded to the evaluation of the Moodle Platform:

Partner Country	Number of Responses
Italy	30
Romania	22
Poland	18
Greece	6
Spain	4
Cyprus	3

Partner Countries who responded to the evaluation of the ONLIFE Course:



Assessment Procedure and Data Collection

To achieve its assessment goals, EACG, the main organization responsible for this output of the project, created an online survey using Google Forms. The survey was disseminated by all partner organizations to their stakeholders in order to reach the target number of responses.

It included three (3) identification questions, eight (8) closed-ended questions, and one (1) open-ended question.

The survey is divided into one (1) section (see above) and one (1) final section that consists of one (1) open-ended question to record recommendations for improvement in a more detailed and descriptive way.

Data analysis includes descriptive statistics as well as content analysis procedures derived from both the open-ended questions and close-ended questions based on the partners' responses to the survey.

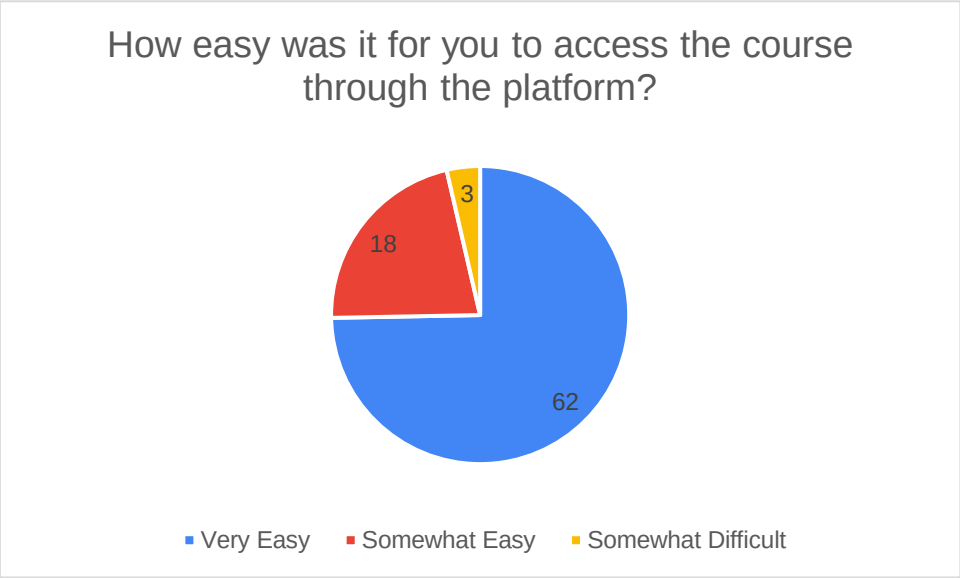
The data analysis is based on the 83 responses obtained. The findings of the data analysis are presented in the following section of this report.

Survey's Findings

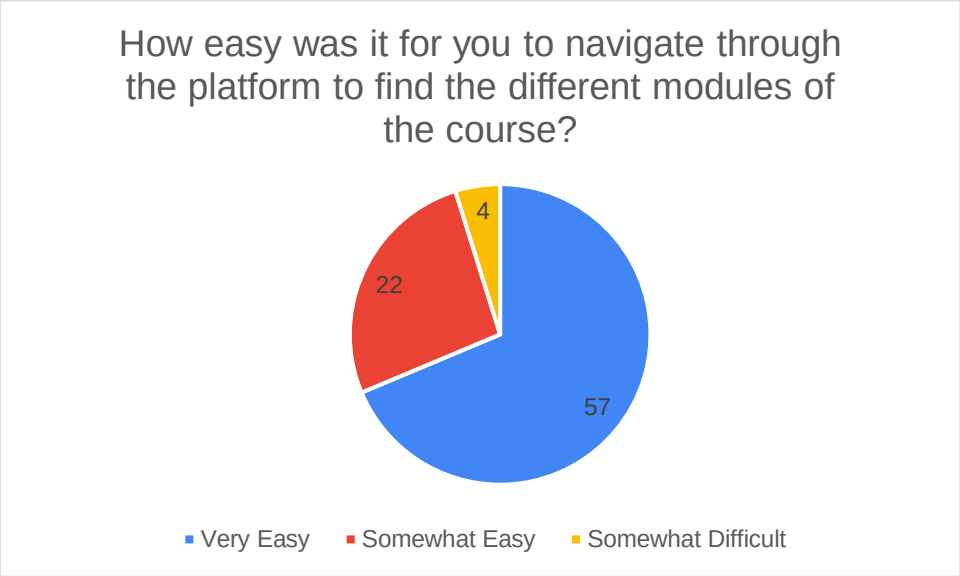
Part A – Format Questions

This section of the survey included eight (8) close-ended questions that evaluated aspects of the usability of the Moodle platform, such as its ease of navigation, accessibility, and responsiveness. Some of the questions used a Multiple-choice scale, which included Yes/No options and some other questions used a 4-point Likert scale, ranging from "Very Easy" to "Difficult" The responses are as follows:

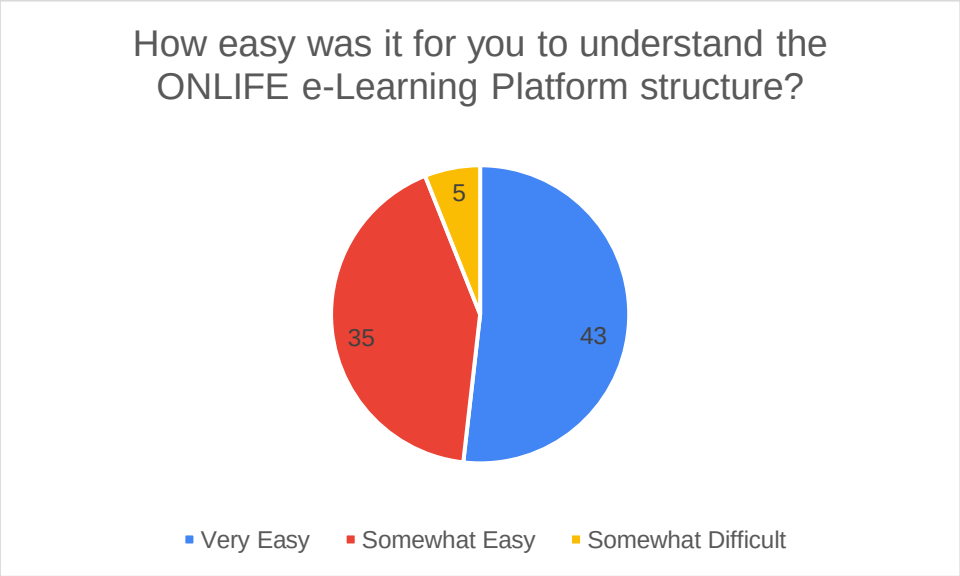
- How easy was it for you to access the course through the platform? (1 = Very Easy, 2= Somewhat Easy, 3 = Somewhat Difficult, 4 = Difficult)



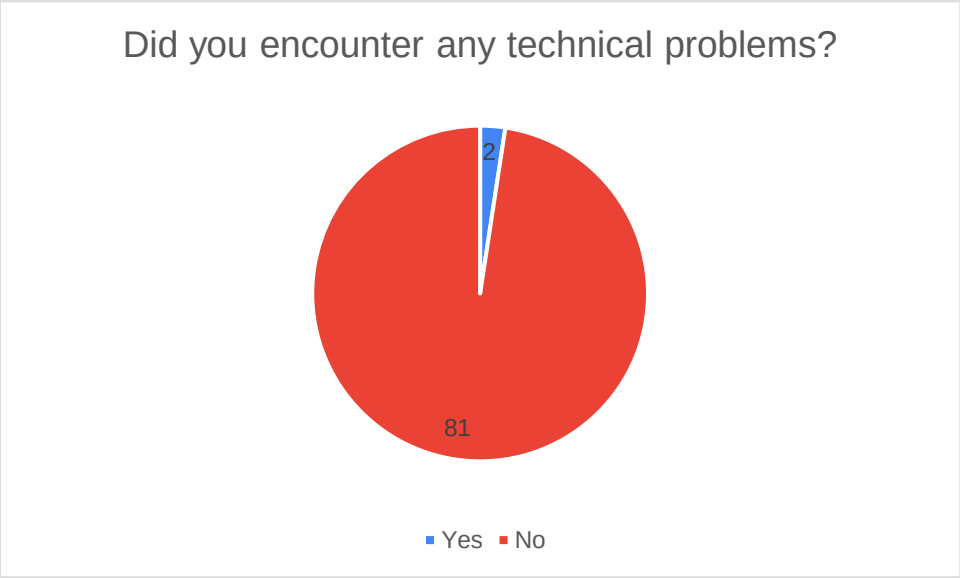
- How easy was it for you to navigate through the platform to find the different modules of the course? (1 = Very Easy, 2= Somewhat Easy, 3 = Somewhat Difficult, 4 = Difficult)



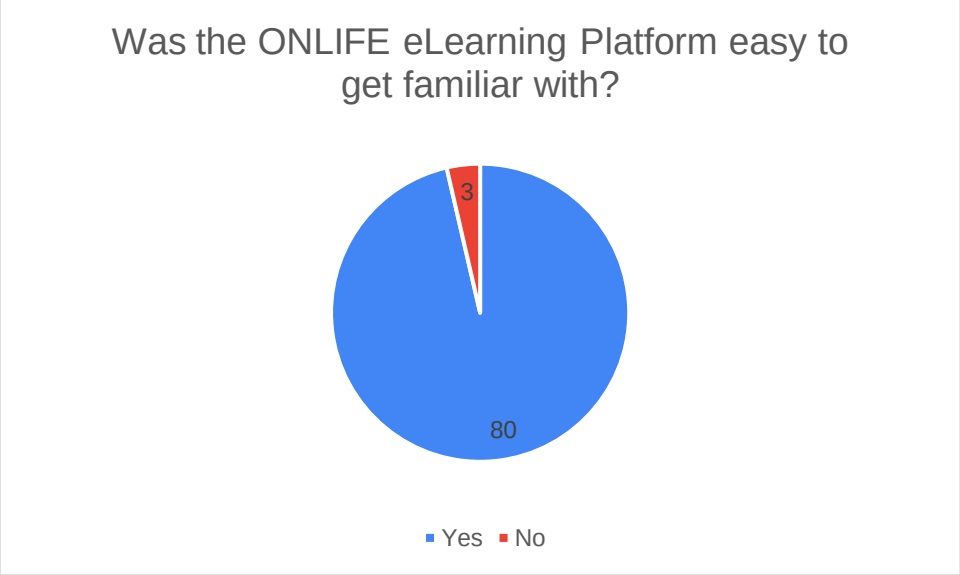
- How easy was it for you to understand the ONLIFE e-Learning Platform structure? (1 = Very Easy, 2= Somewhat Easy, 3 = Somewhat Difficult, 4 = Difficult)



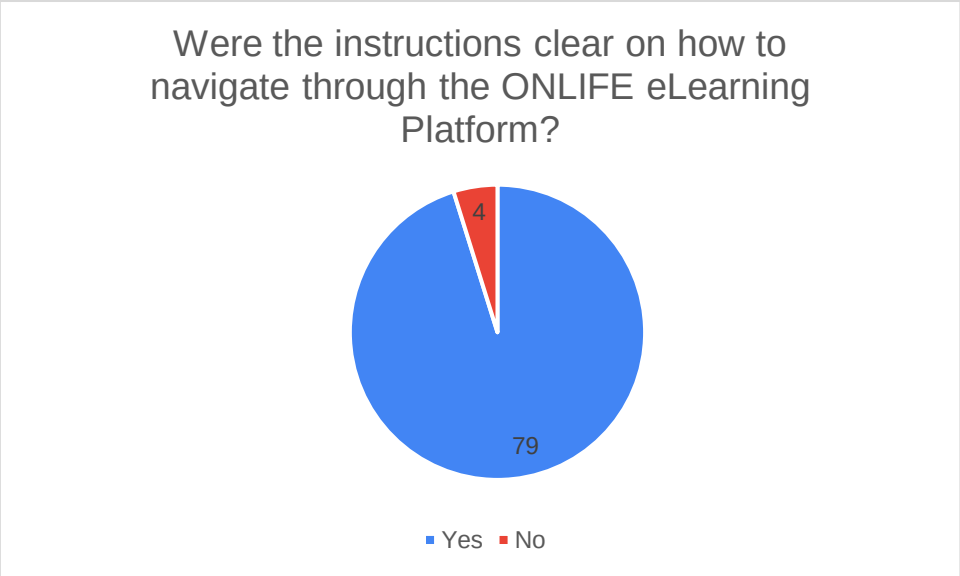
- Did you encounter any technical problems? (Yes/No)



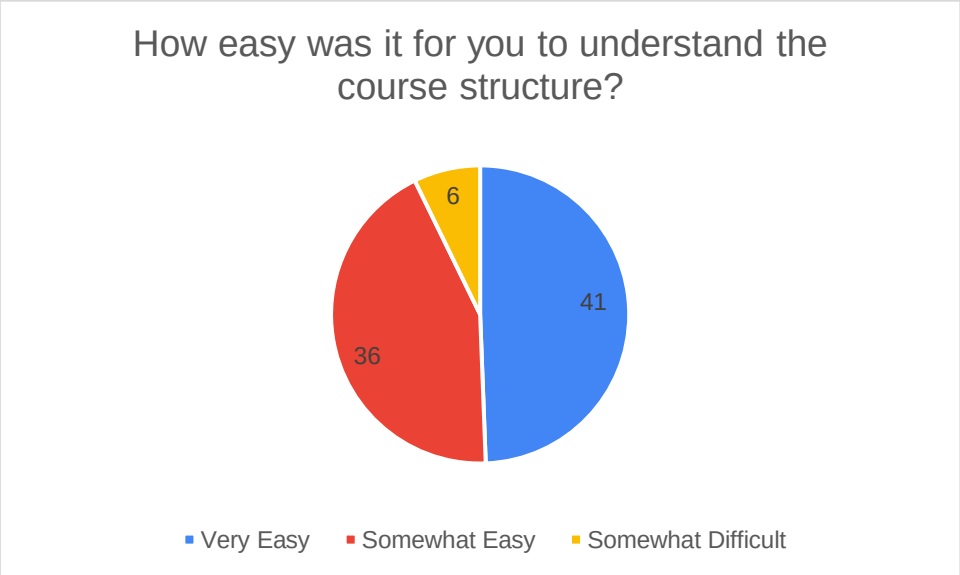
- Was the ONLIFE eLearning Platform easy to get familiar with? (Yes/No)



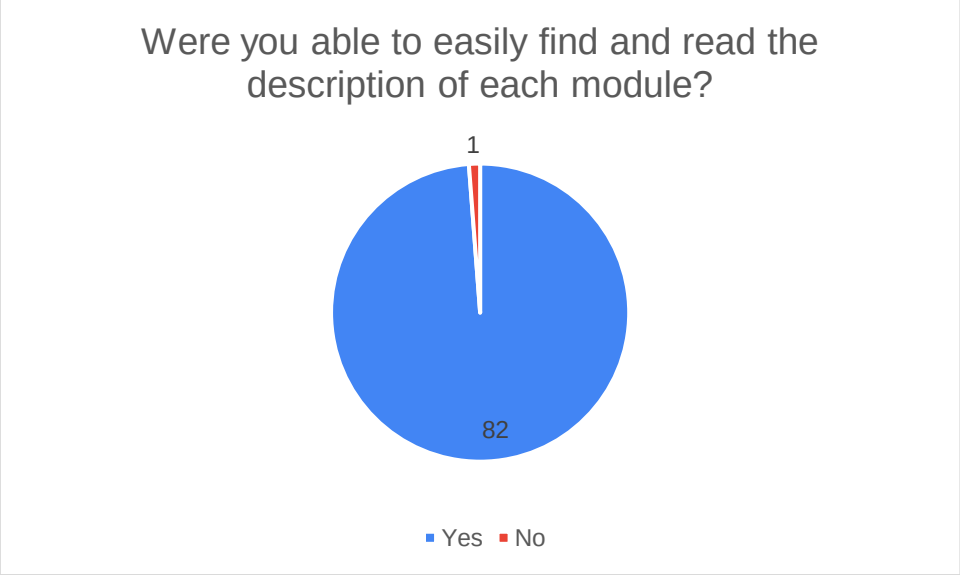
- Were the instructions clear on how to navigate through the ONLIFE eLearning Platform? (Yes/No)



- How easy was it for you to understand the course structure? (1 = Very Easy, 2= Somewhat Easy, 3 = Somewhat Difficult, 4 = Difficult)



- Were you able to easily find and read the description of each module? (Yes/No)



Part B – Open-Ended Questions

The final part of the survey consisted of one (1) open-ended question that aimed at understanding the technical problems encountered, if any.

- If you encountered any technical problems, please elaborate.
  - i) I did not encounter any technical problems (81 responses)
  - ii) No obvious navigation
  - iii) Problem z językami - angielski jak polski

Conclusion

Overall, the ONLIFE e-Learning Platform has received positive feedback based on the responses to the QA questions. The majority of users found it easy to access and navigate through the platform, with a few encountering some difficulty. The platform structure and course instructions were also deemed easy to understand by most users. The technical problems encountered were minimal, indicating that the platform is reliable. The majority of users were able to get familiar with the platform, and instructions on how to navigate through it were clear. Additionally, users were able to find and read the description of each module with ease. Based on these responses, it is clear that the ONLIFE e-Learning Platform is an efficient and user-friendly platform that can effectively deliver online courses to its users.

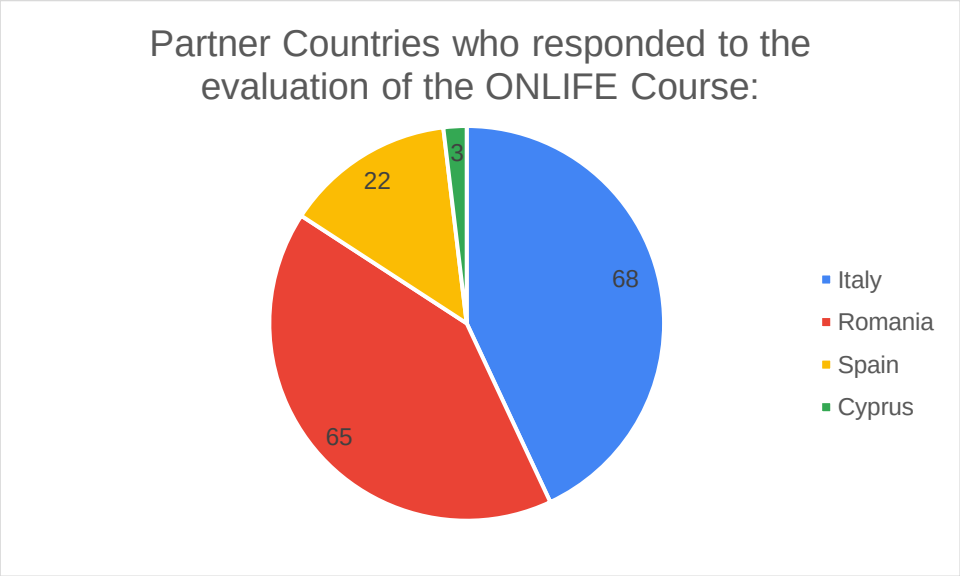
Part 2 – Quality of the ONLIFE Course

The second phase (Part 2) of the external pilot testing focused on evaluating the quality of the ONLIFE course and its accompanying modules. This phase aimed to assess the effectiveness of the course in achieving its learning objectives and to identify any areas that require improvement. The evaluation process involved subjecting the course and modules to rigorous scrutiny based on predetermined criteria and guidelines.

The following partner countries responded to the evaluation of the quality of the ONLIFE course:

Partner Country	Number of Responses
Italy	68
Romania	65
Spain	22
Cyprus	3

Partner Countries who responded to the evaluation of the ONLIFE Course:



Assessment Procedure and Data Collection

To achieve its assessment goals, EACG, the main organization responsible for this output of the project, created and sent out an online survey using Google Forms. The survey included five (5) identification questions, six (6) closed-ended questions, and one (1) open-ended question.

The survey is divided into one (1) section (see above) and one (1) final section that consists of one (1) open-ended question to record recommendations for improvement in a more detailed and descriptive way.

Data analysis includes descriptive statistics as well as content analysis procedures derived from both the open-ended questions and close-ended questions based on the partners' responses to the survey.

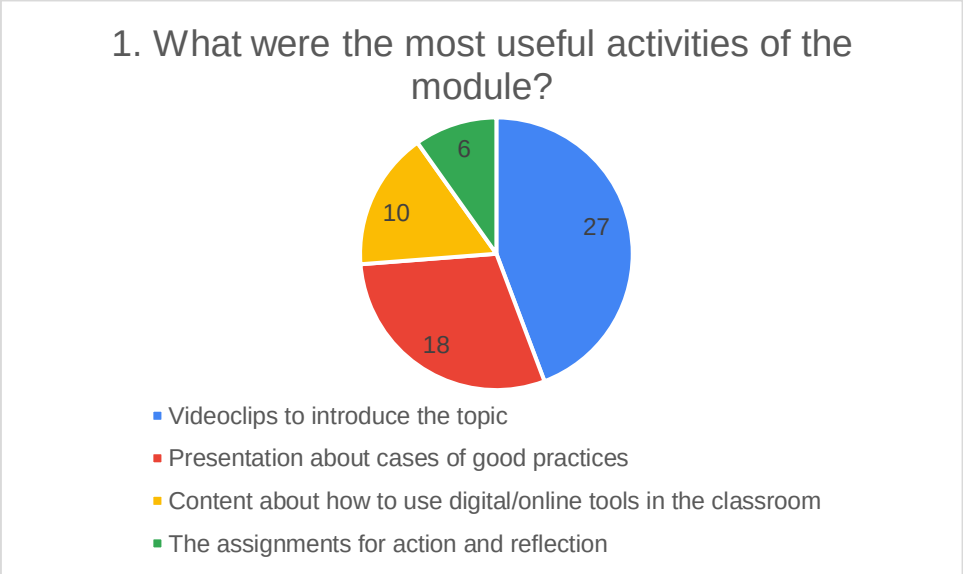
The data analysis is based on the 163 responses obtained. The findings of the data analysis are presented in the following section of this report.

2.1 Module 1: Introducing ONLIFE

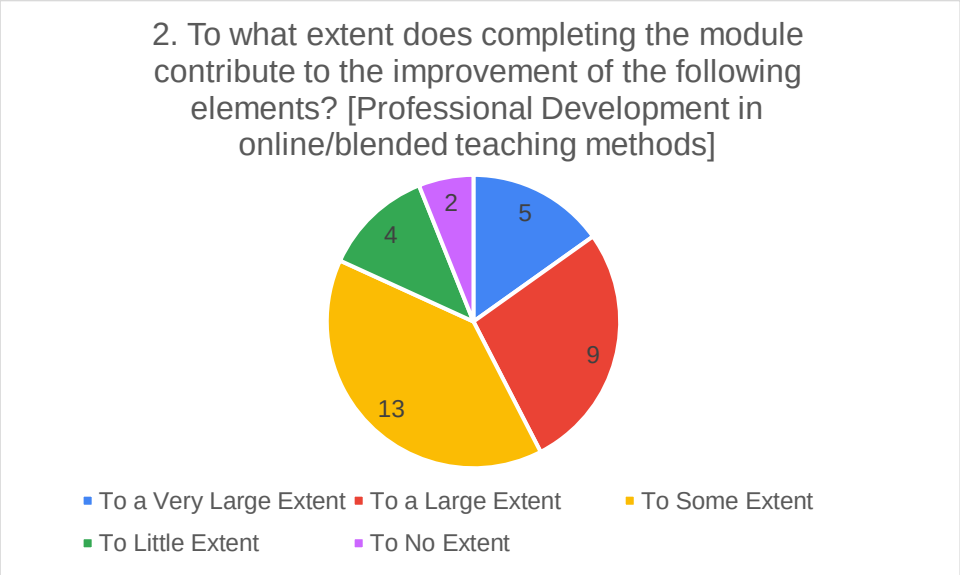
Survey's Findings
The data analysis of Module 1 is based on the 33 responses obtained. The findings of the data analysis are presented in the following section of this report.

Part A – Content Questions
This section of the survey included six (6) close-ended questions that evaluated aspects of the quality of each module, such as the clarity of the content, its interactivity and its supporting material. The questions used a Multiple-choice scale with Yes/No/Maybe options, a 5-point Likert scale ranging from "To No Extent" to "To a Very Large Extent" and a set of checkbox questions. The responses are as follows:

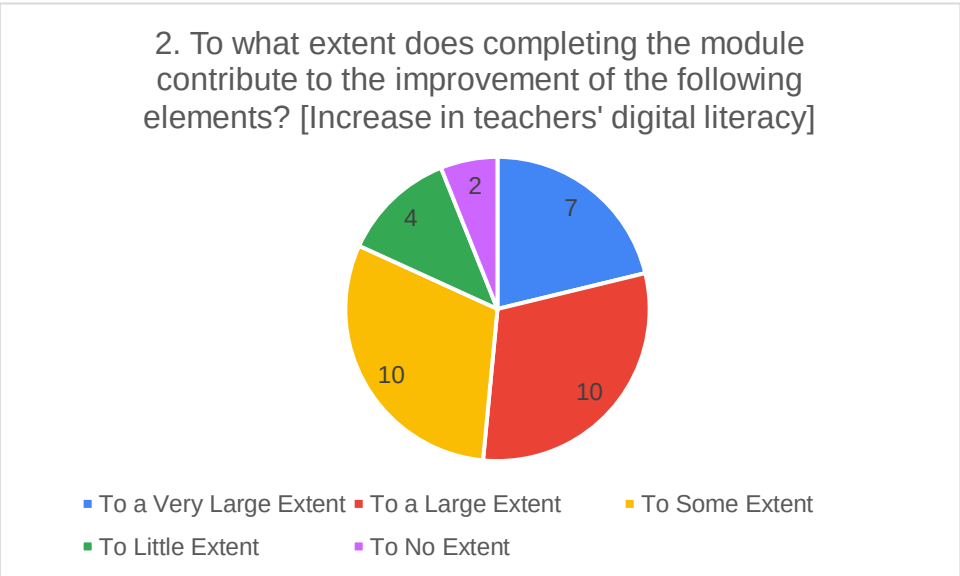
- What were the most useful activities of the module? (Videoclips to introduce the topic, Presentation about cases of good practices, Content about how to use digital/online tools in the classroom, The assignments for action and reflection, Other…)



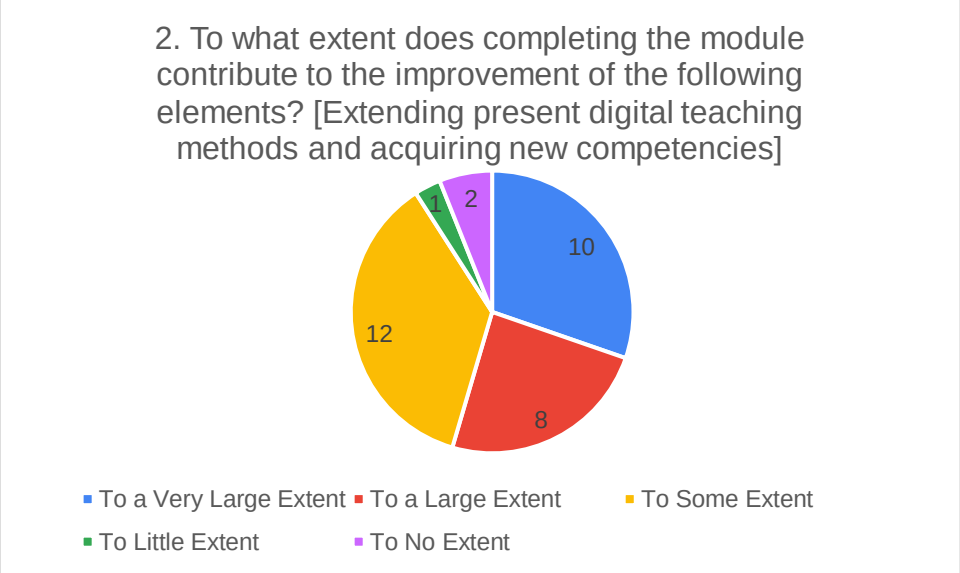
- To what extent does completing the module contribute to the improvement of the following elements? (Professional Development in online/blended teaching methods) – (To No Extent, To Little Extent, To Some Extent, To a Large Extent, To a Very Large Extent)



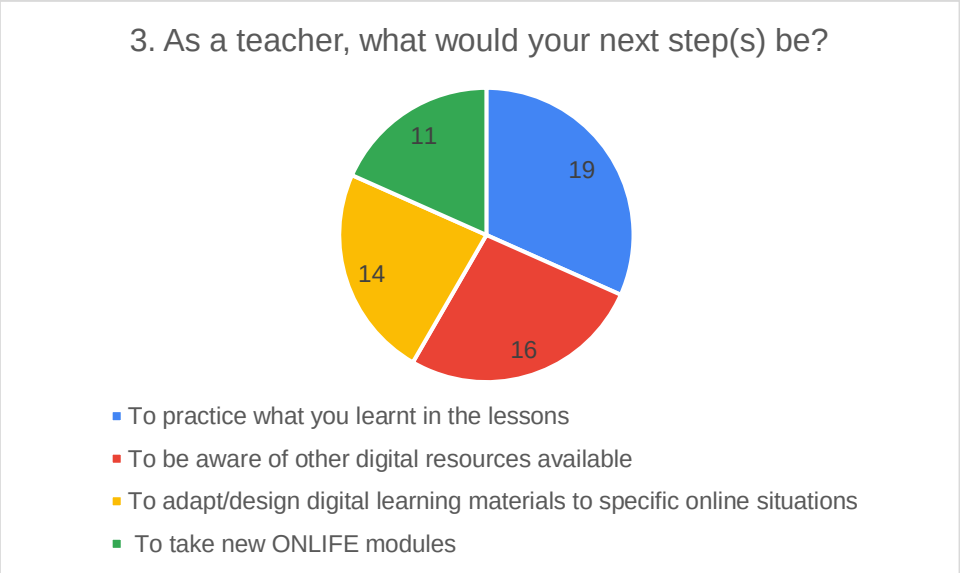
- To what extent does completing the module contribute to the improvement of the following elements? (Increase in teachers' digital literacy) – (To No Extent, To Little Extent, To Some Extent, To a Large Extent, To a Very Large Extent)



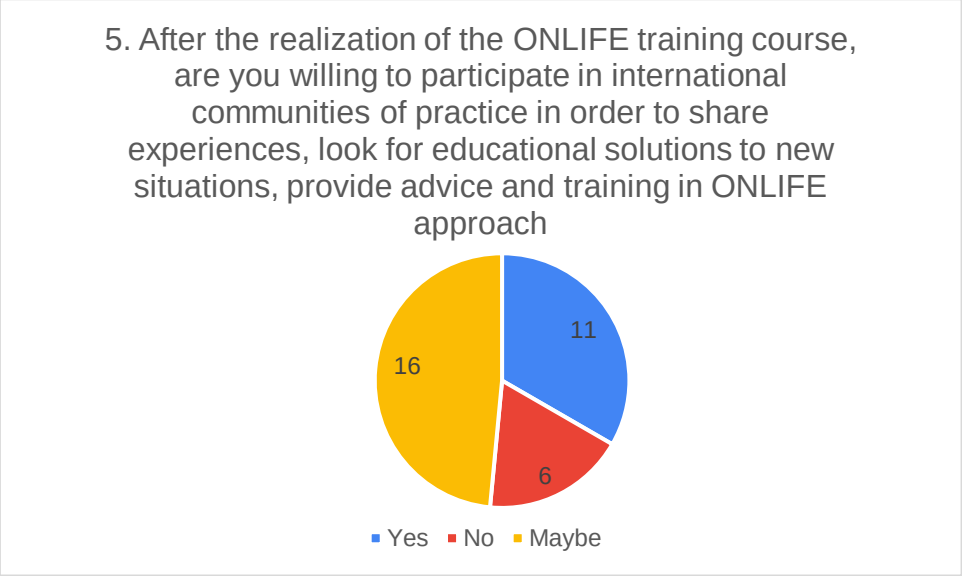
- To what extent does completing the module contribute to the improvement of the following elements? (Extending present digital teaching methods and acquiring new competencies) – (To No Extent, To Little Extent, To Some Extent, To a Large Extent, To a Very Large Extent)



- As a teacher, what would your next step(s) be? (To practice what you learnt in the lessons, To be aware of other digital resources available, including open-source, To adapt/design digital learning materials to specific online situations, To take new ONLIFE modules, Other…)



- After the realization of the ONLIFE training course, are you willing to participate in international communities of practice in order to share experiences, look for educational solutions to new situations, provide advice and training in ONLIFE approaches to colleagues? (Yes, No, Maybe)



Part B – Open-Ended Questions

The final part of the survey consisted of one (1) open-ended question that aimed at recording partners' suggestions for improvement.

- What are your suggestions for further improvement of the module?
- I think it is possible to insert even simpler examples or synthetic schemes of the topics addressed
- more practical examples
- I think that in the module can introduce more innovative tools, of presentations.
- More videos, because they are so useful and you learn better with this material.
- Provide practical example in an educational environment
- El modulo generalmente contiene todo lo que necesita un docente frente a las nuevas tecnologías y su práctica utilización pero unas formaciones de manera constante no iría mal para no perder el hilo con las nuevas TIC
- Possibility of automatic translation of the content.
- No suggestions for improvement (26 responses)

Conclusion

In conclusion, Module 1 has been found to be useful in contributing to the improvement of professional development and teachers' digital literacy, extending digital teaching methods and acquiring new competencies. Videoclips were found to be the most useful activity, with respondents expressing the desire to practice what they have learnt in the lessons and to be aware of other digital resources available. The majority of responses show an interest in participating in international communities of practice to share experiences and find educational solutions. While some recommendations for improvement were provided, a significant number of respondents did not have any suggestions, indicating overall satisfaction with the module.

2.2 Module 2: Online Training for Learning with Online Learning Environments

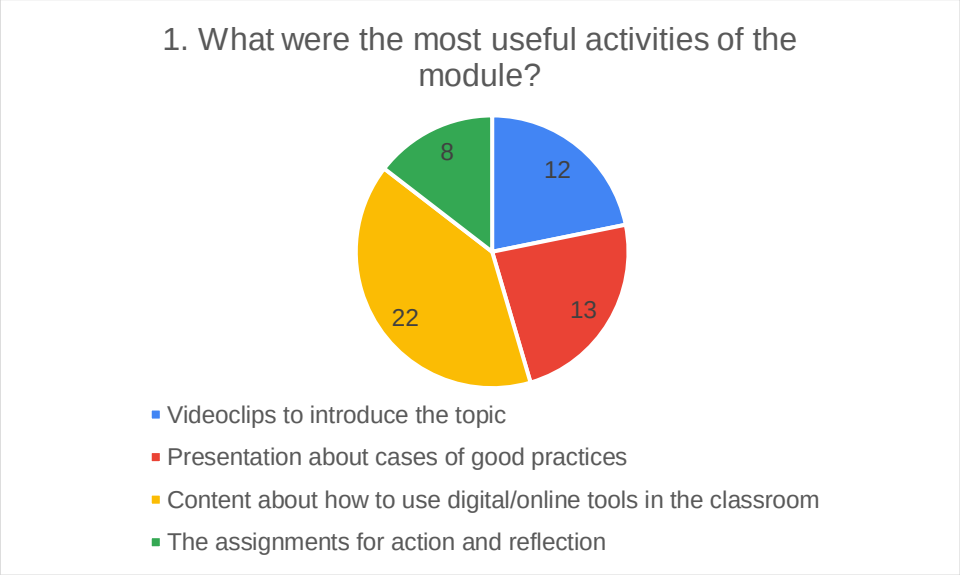
Survey's Findings

The data analysis of Module 2 is based on the 28 responses obtained. The findings of the data analysis are presented in the following section of this report.

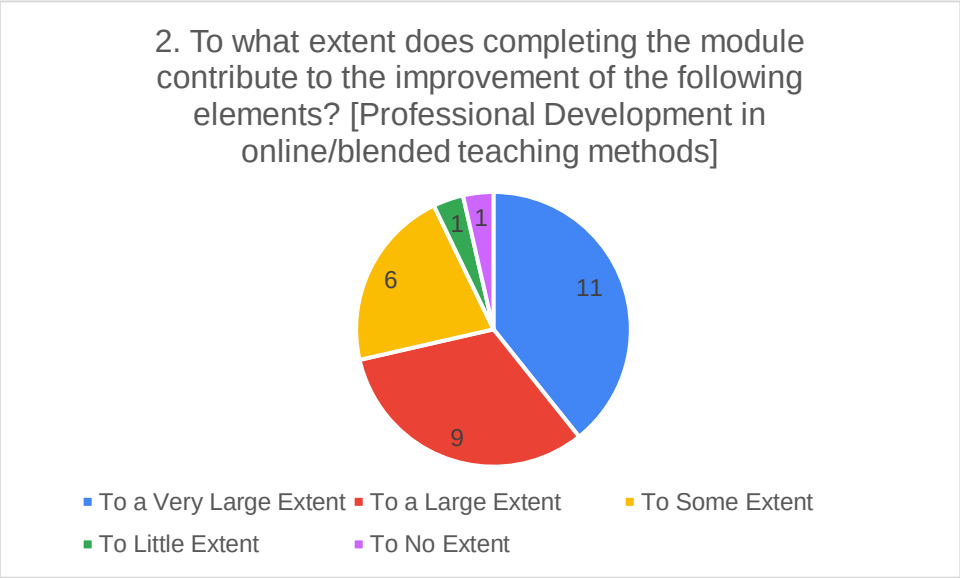
Part A – Content Questions

This section of the survey included six (6) close-ended questions that evaluated aspects of the quality of each module, such as the clarity of the content, its interactivity and its supporting material. The questions used a Multiple-choice scale with Yes/No/Maybe options, a 5-point Likert scale ranging from "To No Extent" to "To a Very Large Extent" and a set of checkbox questions. The responses are as follows:

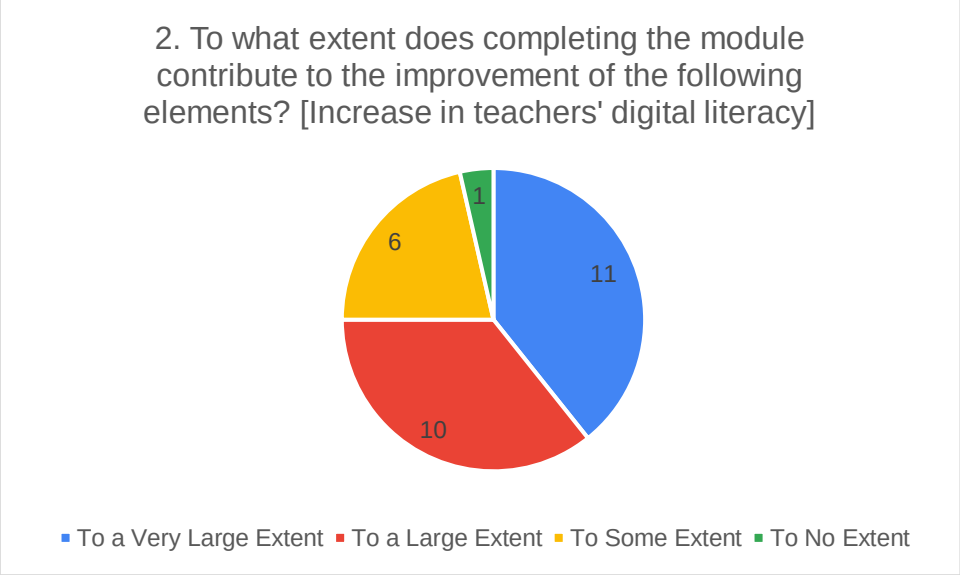
- What were the most useful activities of the module? (Videoclips to introduce the topic, Presentation about cases of good practices, Content about how to use digital/online tools in the classroom, The assignments for action and reflection, Other…)



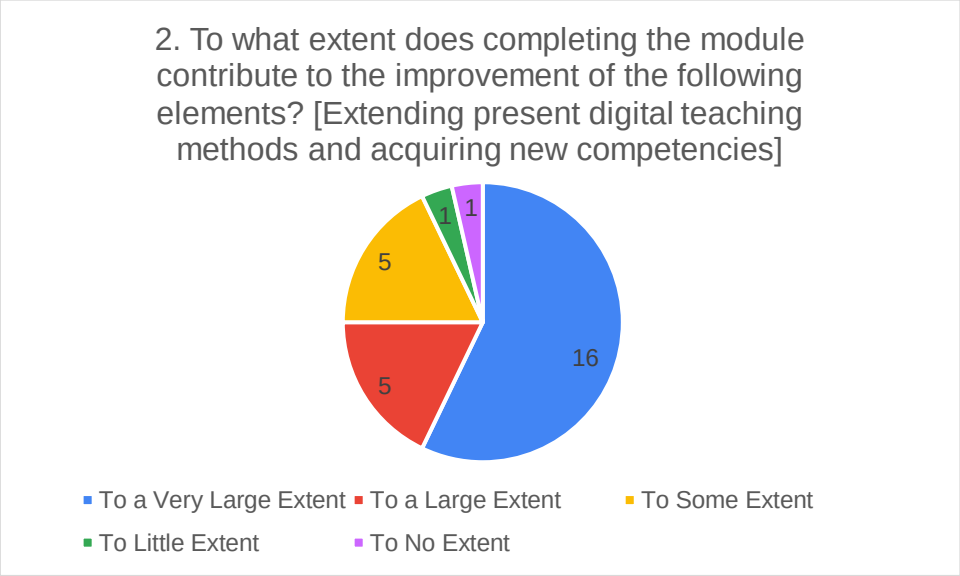
- To what extent does completing the module contribute to the improvement of the following elements? (Professional Development in online/blended teaching methods) – (To No Extent, To Little Extent, To Some Extent, To a Large Extent, To a Very Large Extent)



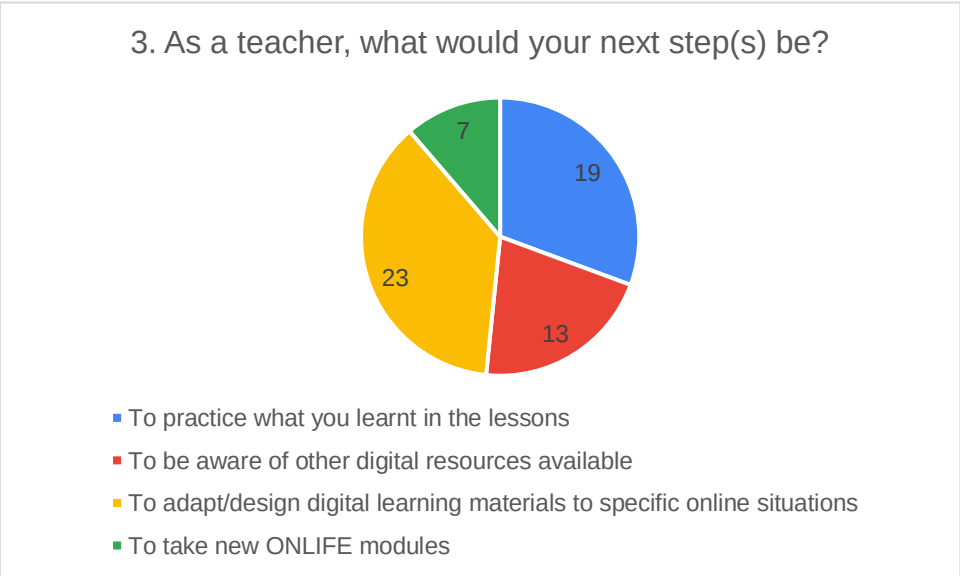
- To what extent does completing the module contribute to the improvement of the following elements? (Increase in teachers' digital literacy) – (To No Extent, To Little Extent, To Some Extent, To a Large Extent, To a Very Large Extent)



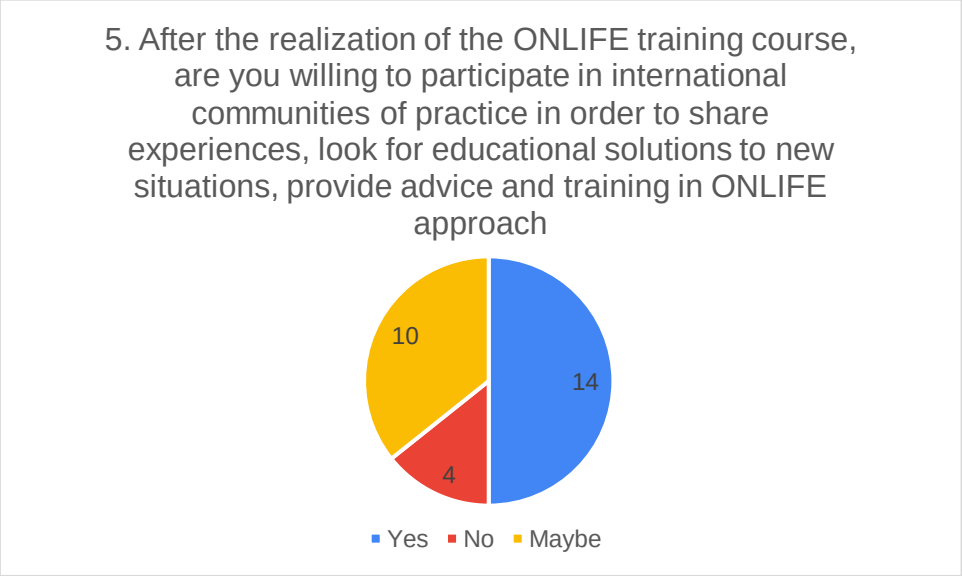
- To what extent does completing the module contribute to the improvement of the following elements? (Extending present digital teaching methods and acquiring new competencies) – (To No Extent, To Little Extent, To Some Extent, To a Large Extent, To a Very Large Extent)



- As a teacher, what would your next step(s) be? (To practice what you learnt in the lessons, To be aware of other digital resources available, including open-source, To adapt/design digital learning materials to specific online situations, To take new ONLIFE modules, Other…)



- After the realization of the ONLIFE training course, are you willing to participate in international communities of practice in order to share experiences, look for educational solutions to new situations, provide advice and training in ONLIFE approaches to colleagues? (Yes, No, Maybe)



Part B – Open-Ended Questions

The final part of the survey consisted of one (1) open-ended question that aimed at recording partners' suggestions for improvement.

- What are your suggestions for further improvement of the module?
- A part de realitzar PowerPoint es podrien utilitzar unes altres eines més dinàmiques, per l'explicació del mòdul perquè no sigui tan teòric i poder despertar més interès.
- More videos, because they are so useful and you learn better with this type of material.
- Add an example of a lesson on teaching a school subject through a video.
- to add specific online situations
- No suggestions for improvement (24 responses)

Conclusion

In conclusion, Module 2 has been found to be very useful in contributing to the improvement of professional development, increasing teachers' digital literacy, and extending present digital teaching methods. The most useful activity was found to be content about how to use digital/online tools in the classroom. The next step for teachers would be to practice what they have learnt in the classroom and to explore other digital resources available. The majority of respondents are interested in participating in international communities of practice to share experiences and find educational solutions. While some suggestions were made for further improvement of the module, a significant number of respondents did not have any suggestions, indicating overall satisfaction with the module.

2.3 Module 3: Digital Skills for Online Teaching

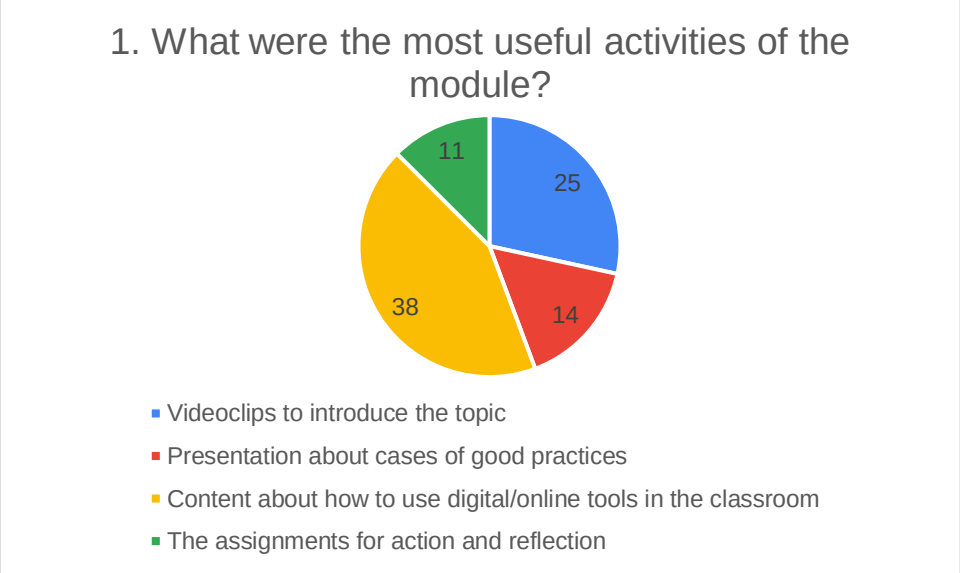
Survey's Findings

The data analysis of Module 3 is based on the 44 responses obtained. The findings of the data analysis are presented in the following section of this report.

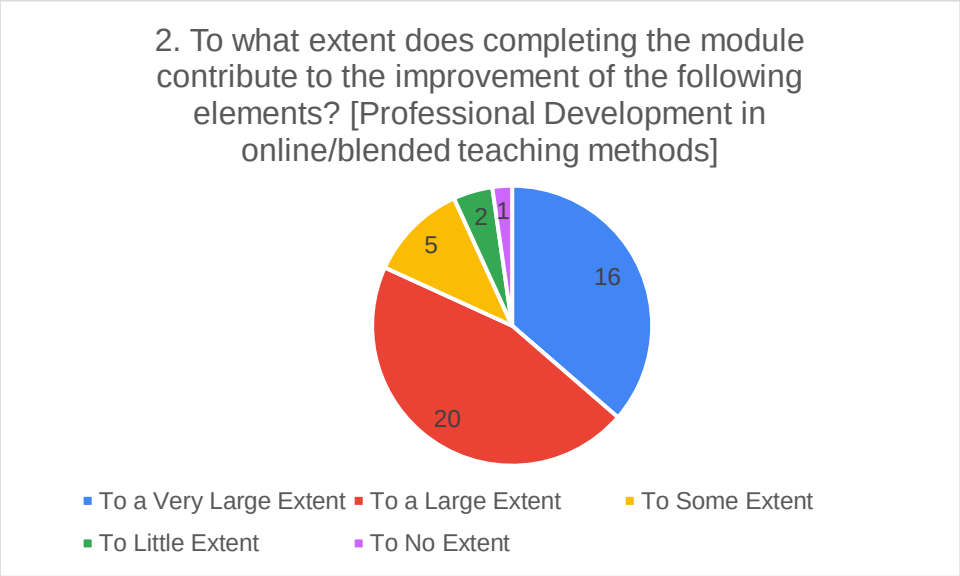
Part A – Content Questions

This section of the survey included six (6) close-ended questions that evaluated aspects of the quality of each module, such as the clarity of the content, its interactivity and its supporting material. The questions used a Multiple-choice scale with Yes/No/Maybe options, a 5-point Likert scale ranging from "To No Extent" to "To a Very Large Extent" and a set of checkbox questions. The responses are as follows:

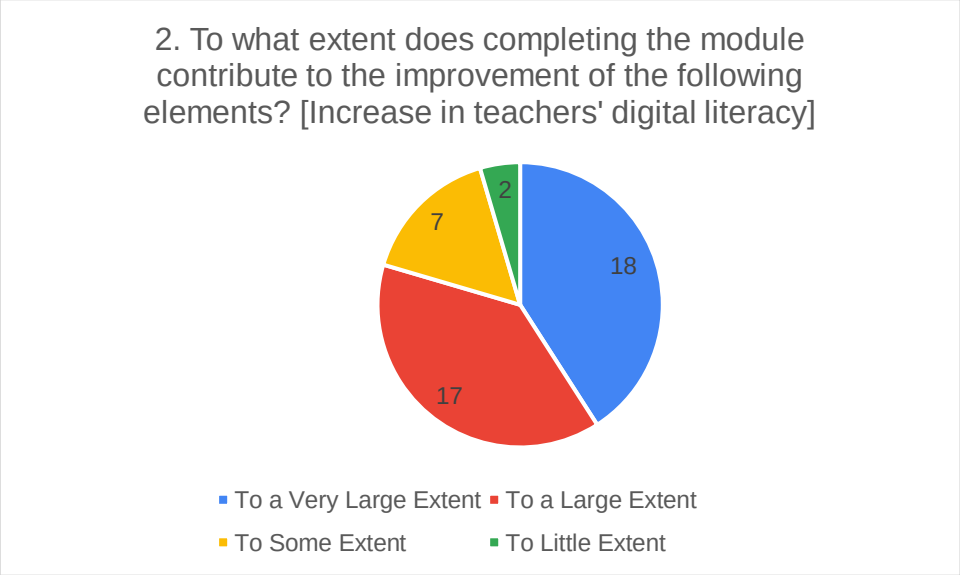
- What were the most useful activities of the module? (Videoclips to introduce the topic, Presentation about cases of good practices, Content about how to use digital/online tools in the classroom, The assignments for action and reflection, Other…)



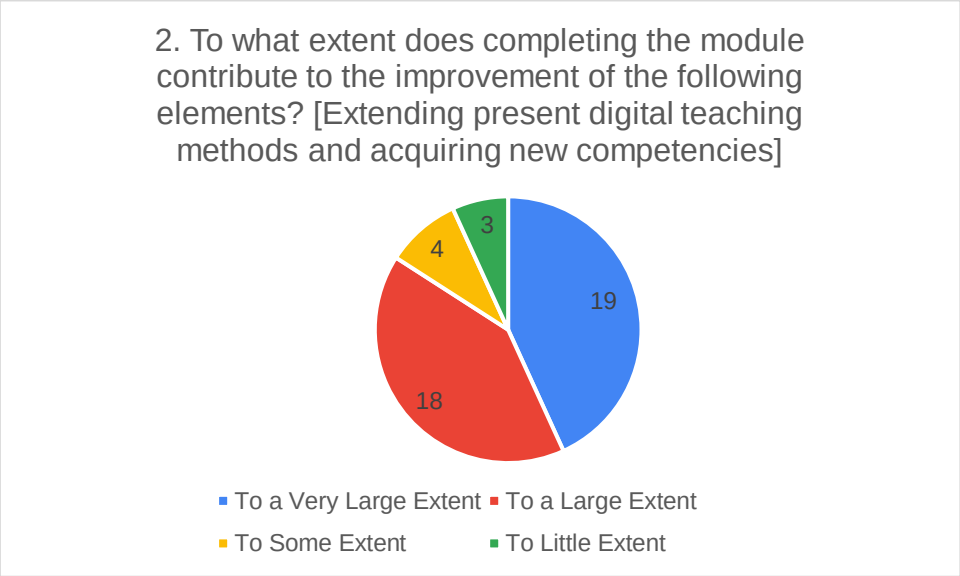
- To what extent does completing the module contribute to the improvement of the following elements? (Professional Development in online/blended teaching methods) – (To No Extent, To Little Extent, To Some Extent, To a Large Extent, To a Very Large Extent)



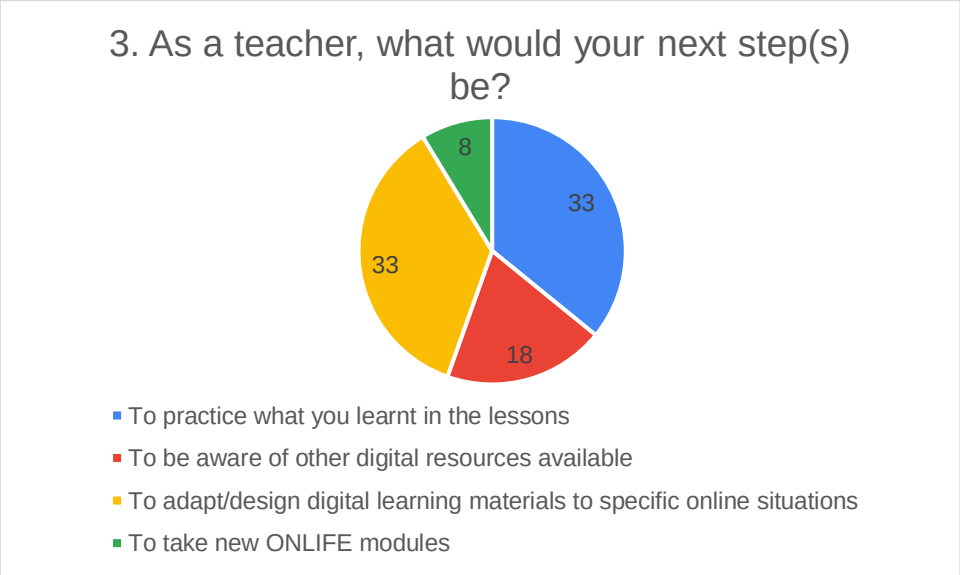
- To what extent does completing the module contribute to the improvement of the following elements? (Increase in teachers' digital literacy) – (To No Extent, To Little Extent, To Some Extent, To a Large Extent, To a Very Large Extent)



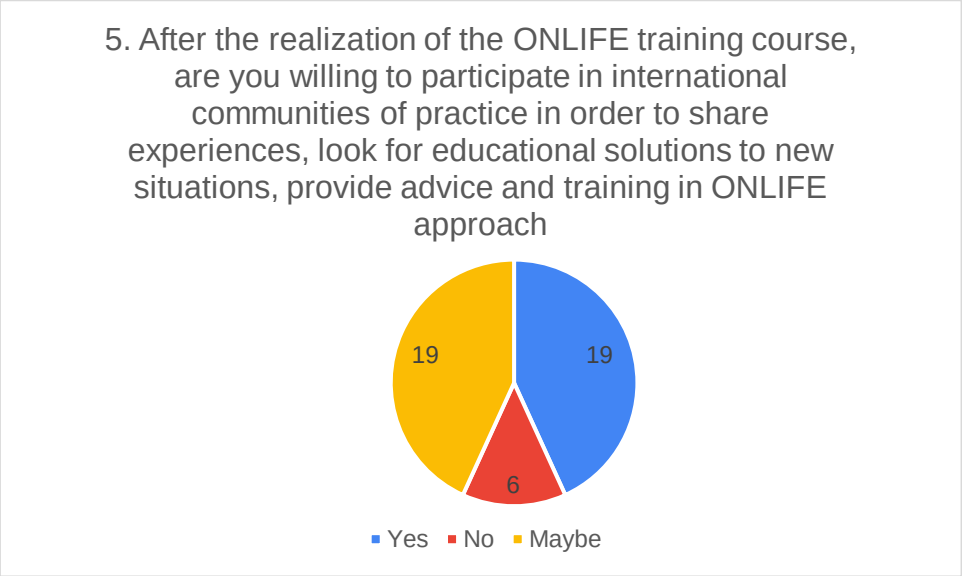
- To what extent does completing the module contribute to the improvement of the following elements? (Extending present digital teaching methods and acquiring new competencies) – (To No Extent, To Little Extent, To Some Extent, To a Large Extent, To a Very Large Extent)



- As a teacher, what would your next step(s) be? (To practice what you learnt in the lessons, To be aware of other digital resources available, including open-source, To adapt/design digital learning materials to specific online situations, To take new ONLIFE modules, Other…)



- After the realization of the ONLIFE training course, are you willing to participate in international communities of practice in order to share experiences, look for educational solutions to new situations, provide advice and training in ONLIFE approaches to colleagues? (Yes, No, Maybe)



Part B – Open-Ended Questions

The final part of the survey consisted of one (1) open-ended question that aimed at recording partners' suggestions for improvement.

- What are your suggestions for further improvement of the module?
- Algunos vídeos son algo largos, a lo mejor en un par de imágenes se puede explicar cómo se crea un word y el cómo compartirlo con otras personas. Además, en muchas herramientas ya te dan como una pequeña iniciación de cómo utilizar la herramienta.
- The digital resources proposed are basically suitable for primary-school students.
- Some video are extremely short and give very few information. It would be great to have more examples about how to use the digital tools in real situations.
- No suggestions for improvement (41 responses)

Conclusion

In conclusion, the Module 3 has been found to be very useful in contributing to the improvement of professional development, increasing teachers' digital literacy, and extending present digital teaching methods. The most useful activity was found to be content about how to use digital/online tools in the classroom. The next step for teachers would be to be aware of other digital resources available and to adapt/design digital learning materials to specific online situations. The majority of respondents are interested in participating in international communities of practice to share experiences and find educational solutions. While some suggestions were made for further improvement of the module, a significant number of respondents did not have any suggestions, indicating overall satisfaction with the module.

2.4 Module 4: Cooperating, sharing resources and co-teaching

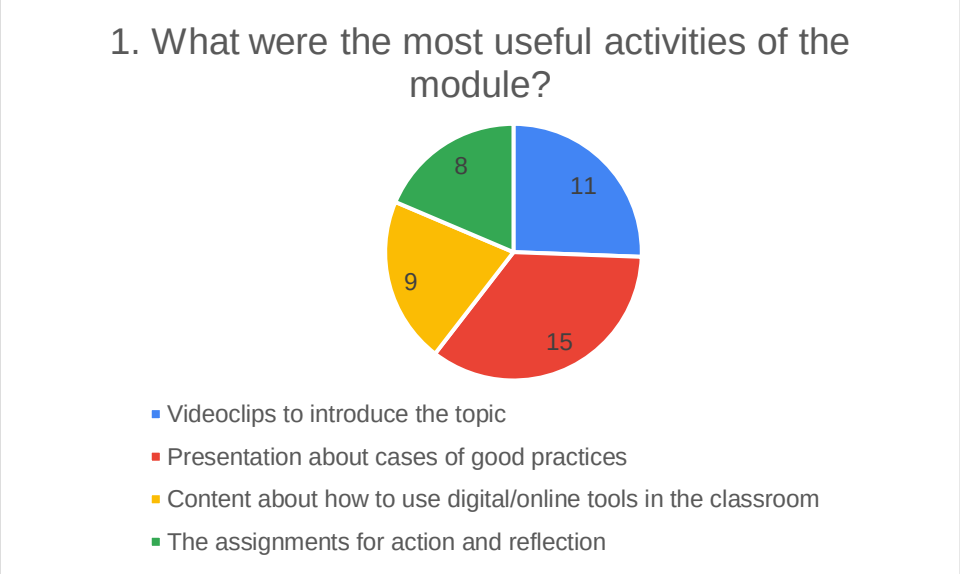
Survey's Findings

The data analysis of Module 4 is based on the 27 responses obtained. The findings of the data analysis are presented in the following section of this report.

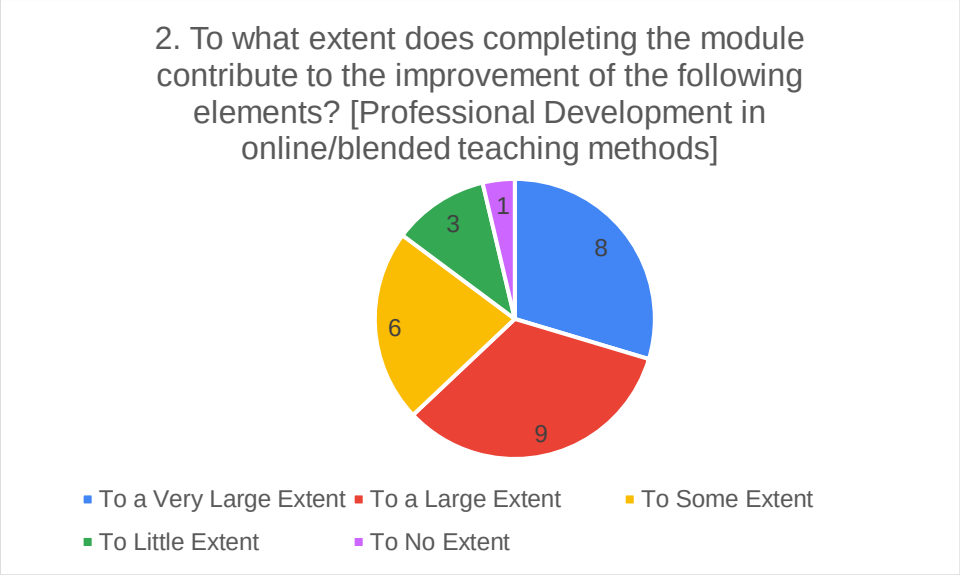
Part A – Content Questions

This section of the survey included six (6) close-ended questions that evaluated aspects of the quality of each module, such as the clarity of the content, its interactivity and its supporting material. The questions used a Multiple-choice scale with Yes/No/Maybe options, a 5-point Likert scale ranging from "To No Extent" to "To a Very Large Extent" and a set of checkbox questions. The responses are as follows:

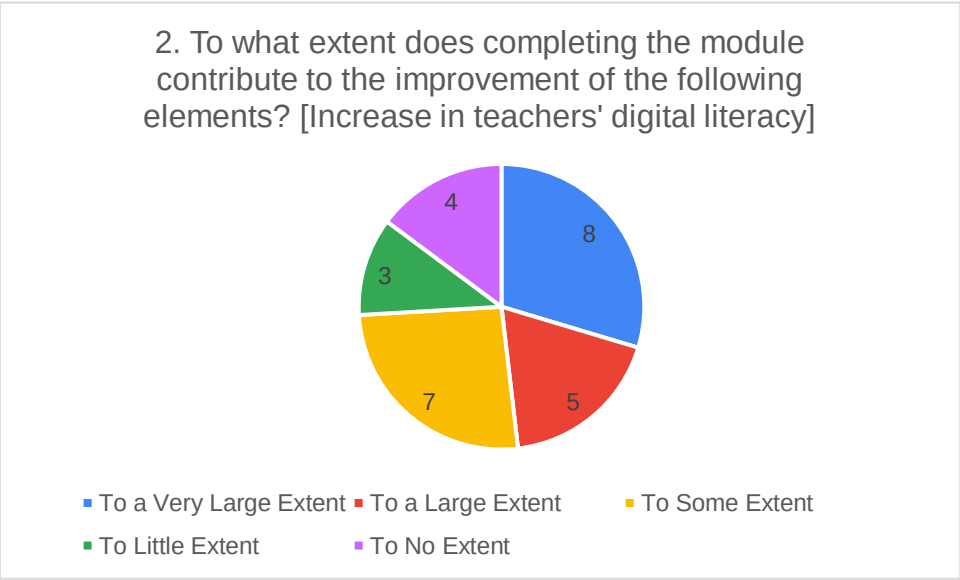
- What were the most useful activities of the module? (Videoclips to introduce the topic, Presentation about cases of good practices, Content about how to use digital/online tools in the classroom, The assignments for action and reflection, Other…)



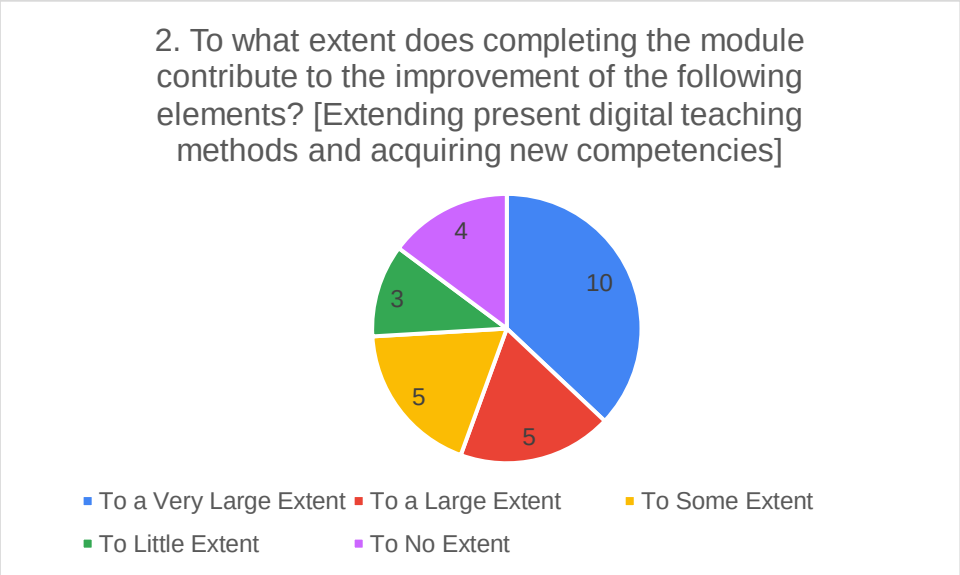
- To what extent does completing the module contribute to the improvement of the following elements? (Professional Development in online/blended teaching methods) – (To No Extent, To Little Extent, To Some Extent, To a Large Extent, To a Very Large Extent)



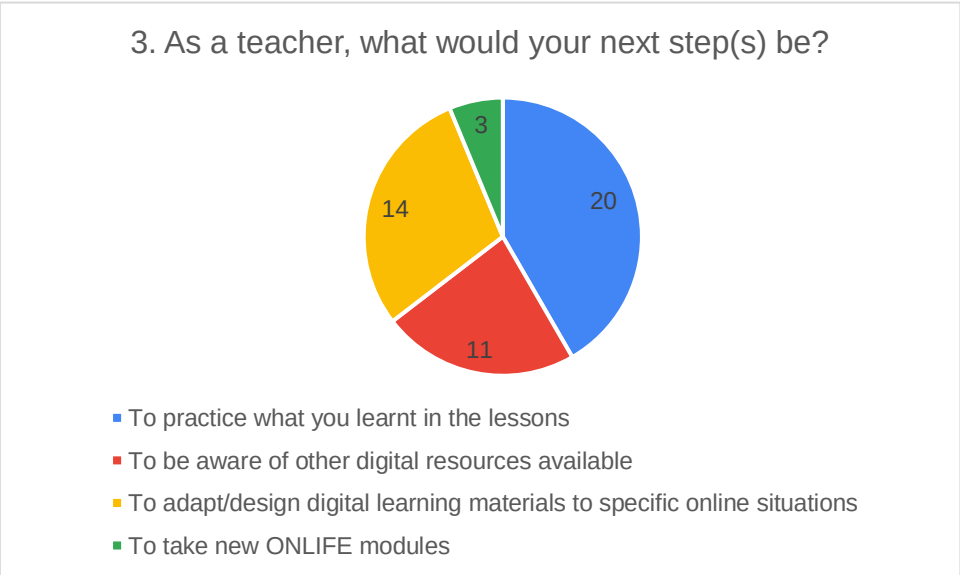
- To what extent does completing the module contribute to the improvement of the following elements? (Increase in teachers' digital literacy) – (To No Extent, To Little Extent, To Some Extent, To a Large Extent, To a Very Large Extent)



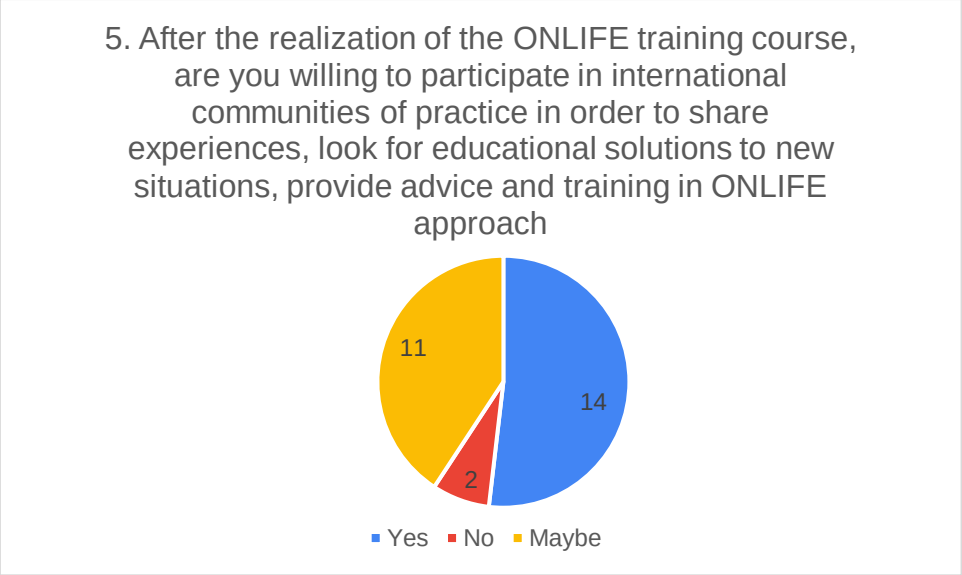
- To what extent does completing the module contribute to the improvement of the following elements? (Extending present digital teaching methods and acquiring new competencies) – (To No Extent, To Little Extent, To Some Extent, To a Large Extent, To a Very Large Extent)



- As a teacher, what would your next step(s) be? (To practice what you learnt in the lessons, To be aware of other digital resources available, including open-source, To adapt/design digital learning materials to specific online situations, To take new ONLIFE modules, Other…)



- After the realization of the ONLIFE training course, are you willing to participate in international communities of practice in order to share experiences, look for educational solutions to new situations, provide advice and training in ONLIFE approaches to colleagues? (Yes, No, Maybe)



Part B – Open-Ended Questions

The final part of the survey consisted of one (1) open-ended question that aimed at recording partners' suggestions for improvement.

- What are your suggestions for further improvement of the module?
- In this moment there isn't the workshop available, yet. It would have been nice to try something practical like writing a lesson plan together with a virtual co-teacher.
- I would have liked to have some teacher experience, to see how it work properly.
- According to this module, collaboration between teachers is fundamental, so doing a case study in collaboration with another teacher during this course would be appreciable.
- My suggestions are to add more practical activities to be able to think and develop the critical thinking of various tools and learning resources
- To expand the information and resources.
- More examples
- No suggestions for improvement (21 responses)

Conclusion

In conclusion, Module 4 has been effective in contributing to the improvement of professional development in online and blended teaching methods, as well as extending present digital teaching methods and acquiring new competencies. The presentation about cases of good practices was identified as the most useful activity, and many responses expressed an interest in participating in international communities of practice to share experiences and look for educational solutions. However, some suggestions for improvement were made, including adding more practical activities, expanding the information and resources, and providing

more examples to develop critical thinking of various tools and learning resources. Overall, the module has been well-received, and with further improvements, it can continue to support the professional development of teachers in the digital age.

2.5 Module 5: Online Teaching Strategies and Relevant Practices to Enable Student Learning

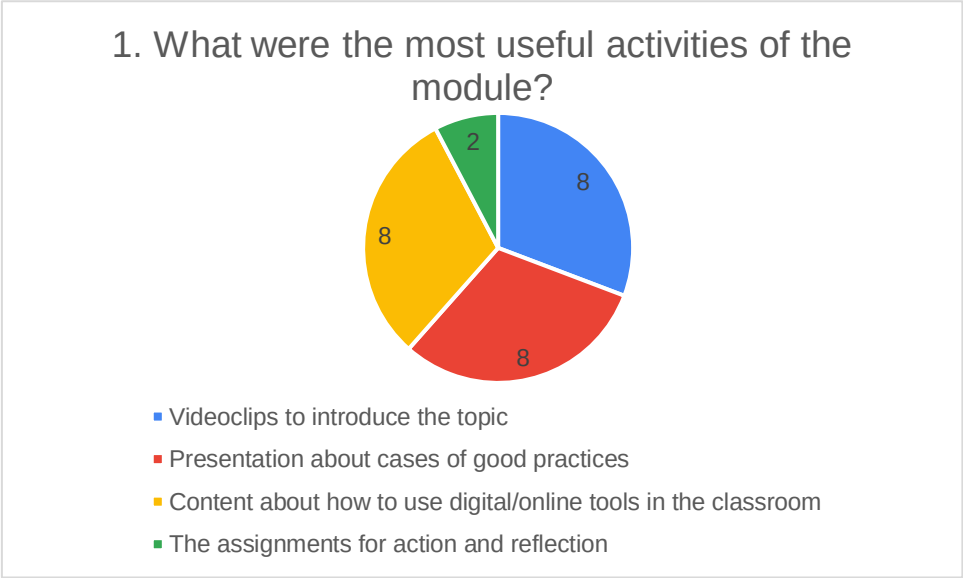
Survey's Findings

The data analysis of Module 5 is based on the 16 responses obtained. The findings of the data analysis are presented in the following section of this report.

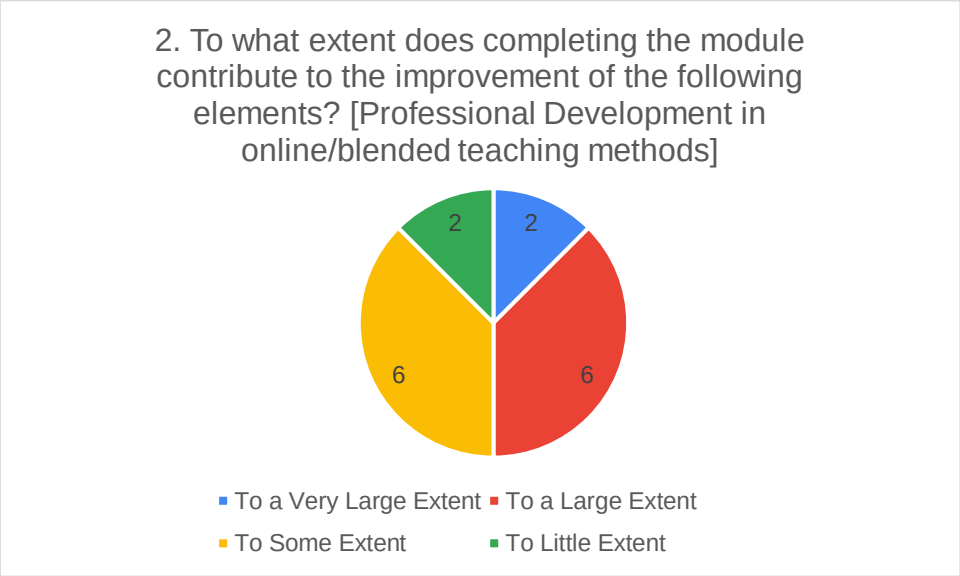
Part A – Content Questions

This section of the survey included six (6) close-ended questions that evaluated aspects of the quality of each module, such as the clarity of the content, its interactivity and its supporting material. The questions used a Multiple-choice scale with Yes/No/Maybe options, a 5-point Likert scale ranging from "To No Extent" to "To a Very Large Extent" and a set of checkbox questions. The responses are as follows:

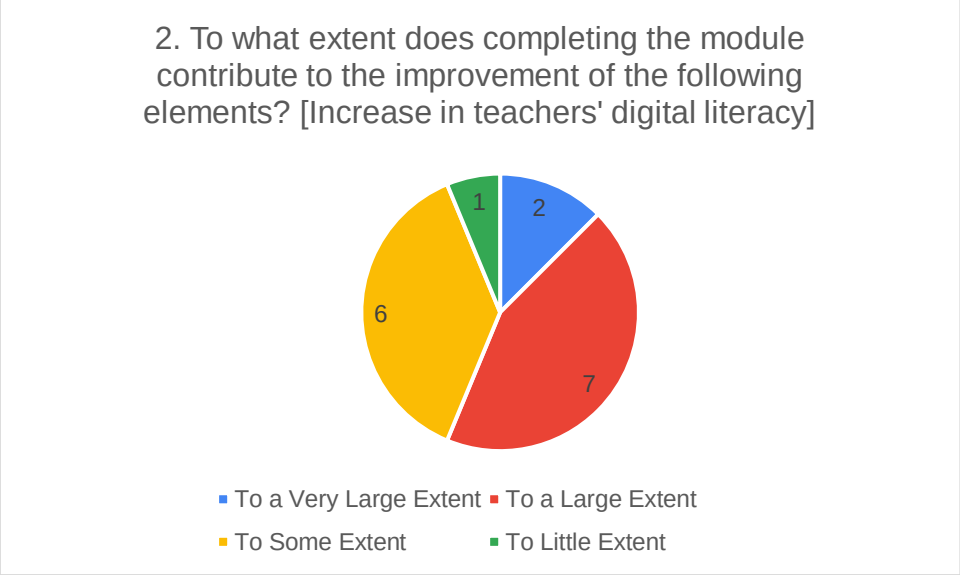
- What were the most useful activities of the module? (Videoclips to introduce the topic, Presentation about cases of good practices, Content about how to use digital/online tools in the classroom, The assignments for action and reflection, Other…)



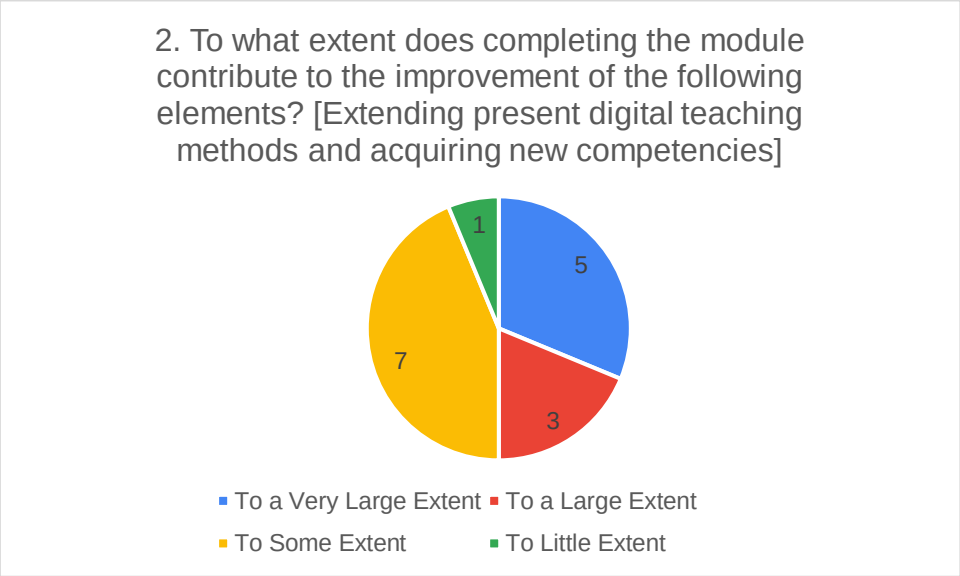
- To what extent does completing the module contribute to the improvement of the following elements? (Professional Development in online/blended teaching methods) – (To No Extent, To Little Extent, To Some Extent, To a Large Extent, To a Very Large Extent)



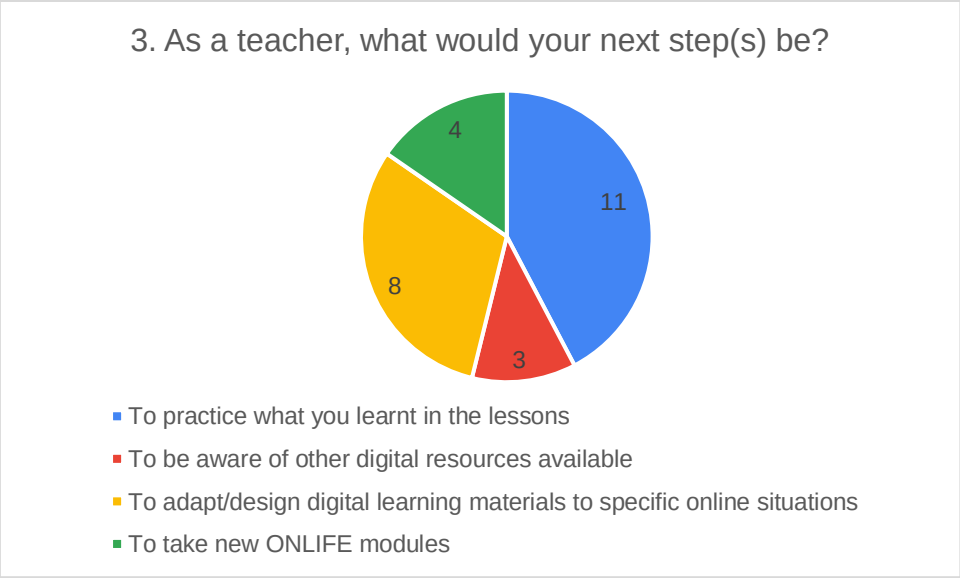
- To what extent does completing the module contribute to the improvement of the following elements? (Increase in teachers' digital literacy) – (To No Extent, To Little Extent, To Some Extent, To a Large Extent, To a Very Large Extent)



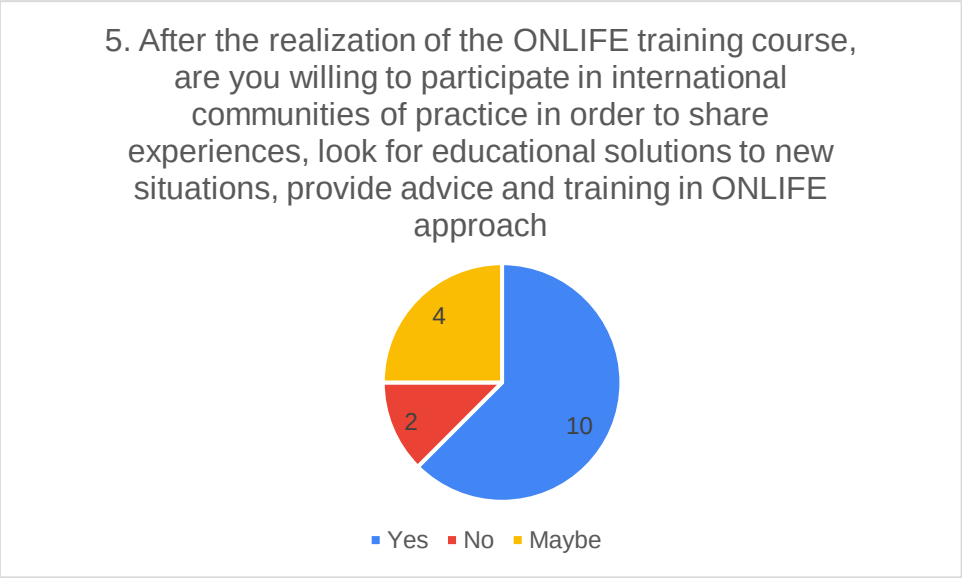
- To what extent does completing the module contribute to the improvement of the following elements? (Extending present digital teaching methods and acquiring new competencies) – (To No Extent, To Little Extent, To Some Extent, To a Large Extent, To a Very Large Extent)



- As a teacher, what would your next step(s) be? (To practice what you learnt in the lessons, To be aware of other digital resources available, including open-source, To adapt/design digital learning materials to specific online situations, To take new ONLIFE modules, Other…)



- After the realization of the ONLIFE training course, are you willing to participate in international communities of practice in order to share experiences, look for educational solutions to new situations, provide advice and training in ONLIFE approaches to colleagues? (Yes, No, Maybe)



Part B – Open-Ended Questions

The final part of the survey consisted of one (1) open-ended question that aimed at recording partners' suggestions for improvement.

- What are your suggestions for further improvement of the module?
- All the module is based on Teams and other Microsoft Apps. Our school uses Google Workspace. Couldn't the module be less focused on specific app and more open to the outcomes, even if generated by other sources?
- Posibilitar la subtitulación de todos los videos.
- give the chance to try immediately some of the content shown (possibly, make the form more interactive)
- No suggestions for improvement (13 responses)

Conclusion

Overall, Module 5 was positively received, with a variety of activities being deemed useful by the majority of respondents, including presentations about good practices, digital/online tools in the classroom, and videoclips. The module was also found to contribute to professional development in online/blended teaching methods and to increase teachers' digital literacy and competencies. The next step for participants is to practice what they have learned in their classrooms, and many expressed interest in participating in international communities of practice. However, some respondents suggested improvements, such as making the content less focused on specific apps and providing subtitling for videos. Others suggested immediate opportunities to try out some of the content. Despite these suggestions, the majority of respondents did not have any recommendations for improvement.

2.6 Module 6: Effective Communication and Collaboration using Technology

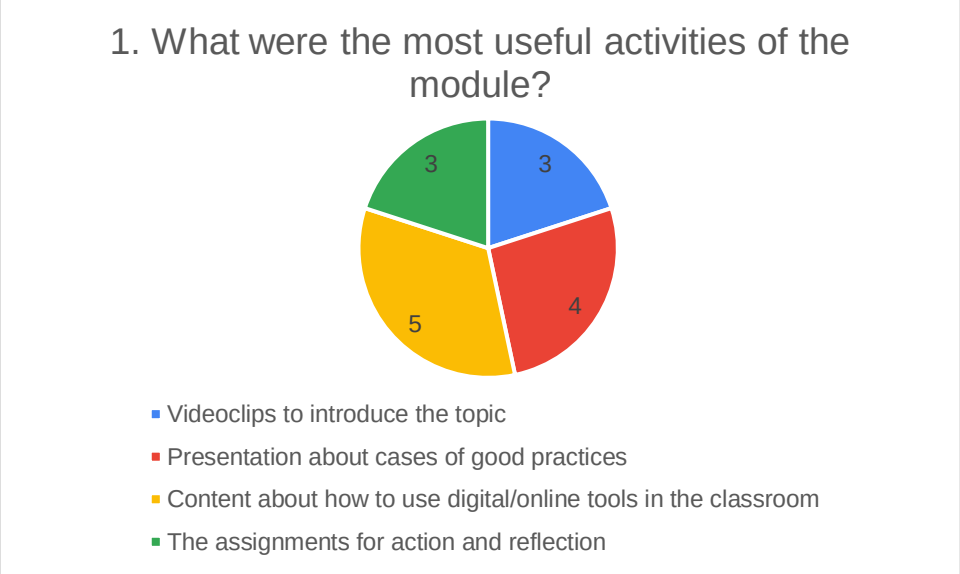
Survey's Findings

The data analysis of Module 6 is based on the 7 responses obtained. The findings of the data analysis are presented in the following section of this report.

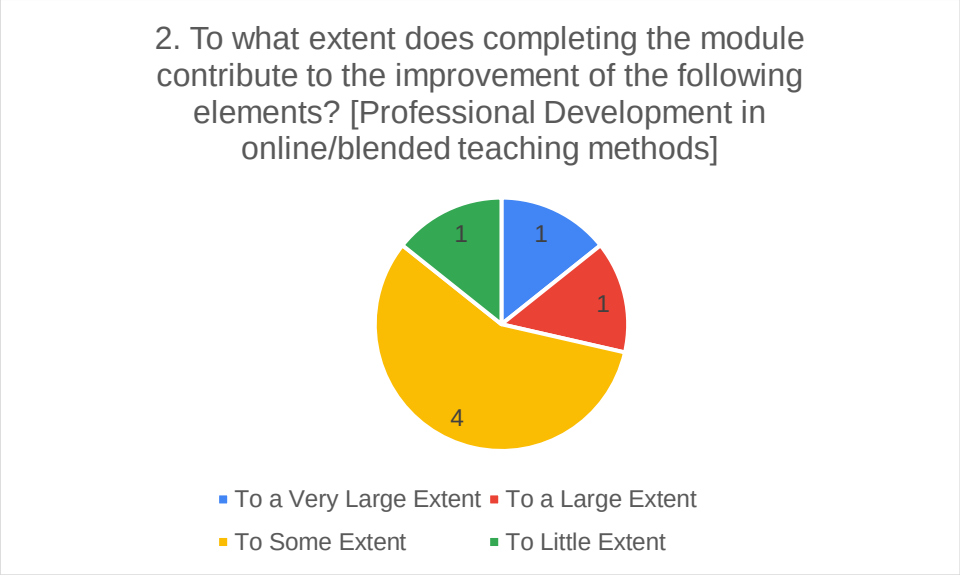
Part A – Content Questions

This section of the survey included six (6) close-ended questions that evaluated aspects of the quality of each module, such as the clarity of the content, its interactivity and its supporting material. The questions used a Multiple-choice scale with Yes/No/Maybe options, a 5-point Likert scale ranging from "To No Extent" to "To a Very Large Extent" and a set of checkbox questions. The responses are as follows:

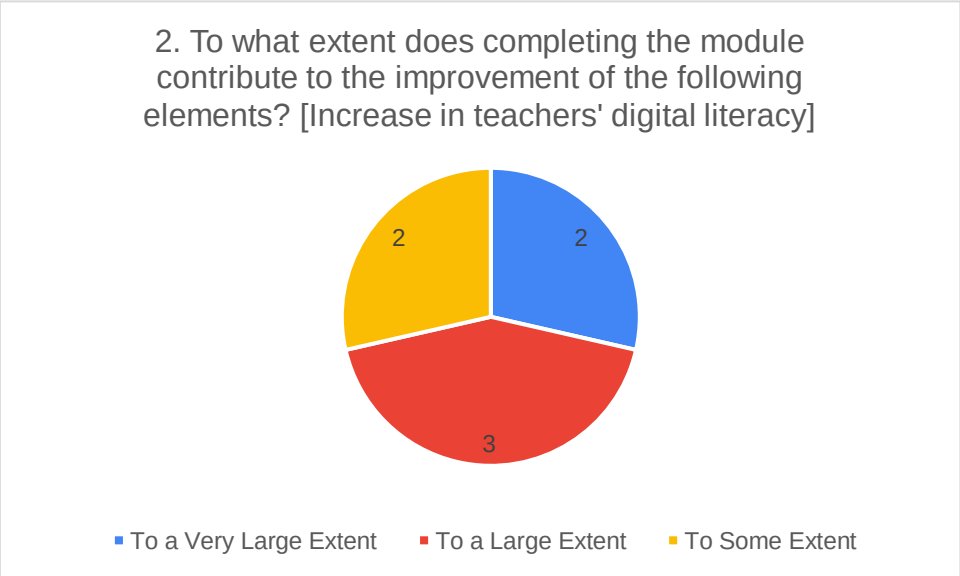
- What were the most useful activities of the module? (Videoclips to introduce the topic, Presentation about cases of good practices, Content about how to use digital/online tools in the classroom, The assignments for action and reflection, Other…)



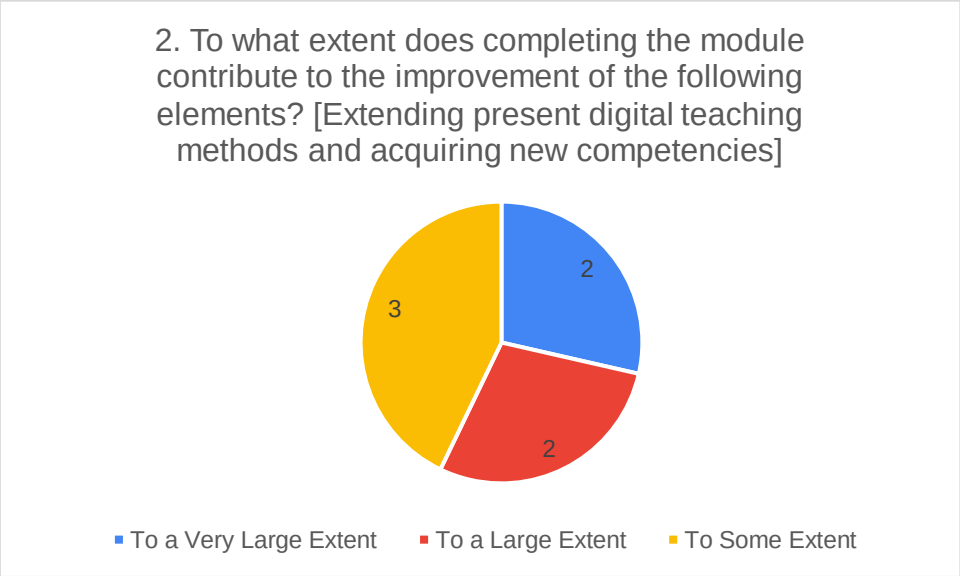
- To what extent does completing the module contribute to the improvement of the following elements? (Professional Development in online/blended teaching methods) – (To No Extent, To Little Extent, To Some Extent, To a Large Extent, To a Very Large Extent)



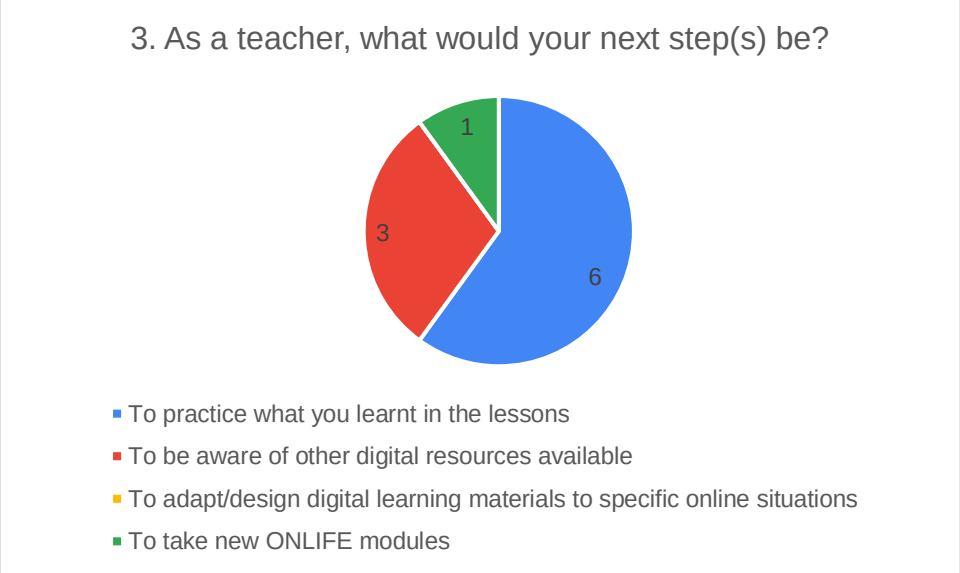
- To what extent does completing the module contribute to the improvement of the following elements? (Increase in teachers' digital literacy) – (To No Extent, To Little Extent, To Some Extent, To a Large Extent, To a Very Large Extent)



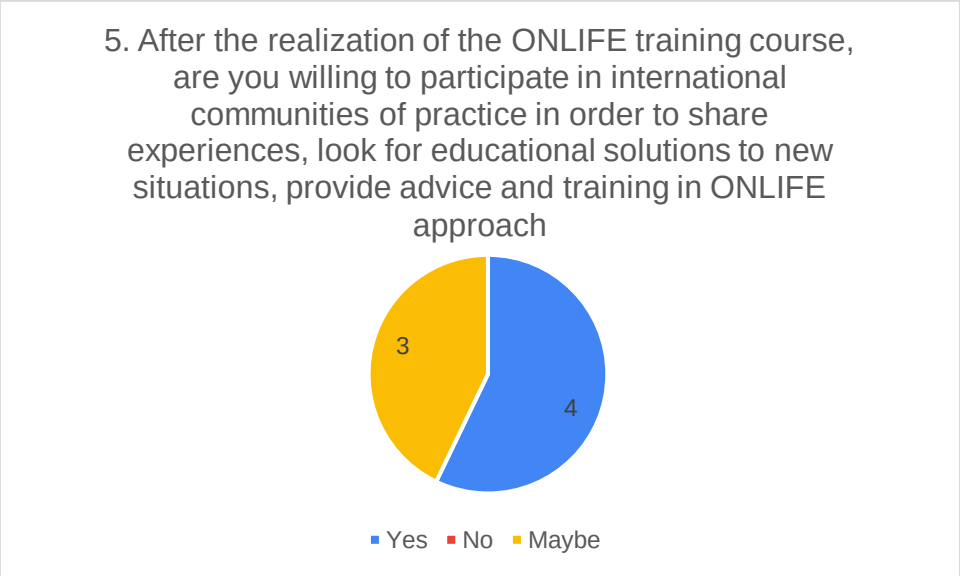
- To what extent does completing the module contribute to the improvement of the following elements? (Extending present digital teaching methods and acquiring new competencies) – (To No Extent, To Little Extent, To Some Extent, To a Large Extent, To a Very Large Extent)



- As a teacher, what would your next step(s) be? (To practice what you learnt in the lessons, To be aware of other digital resources available, including open-source, To adapt/design digital learning materials to specific online situations, To take new ONLIFE modules, Other…)



- After the realization of the ONLIFE training course, are you willing to participate in international communities of practice in order to share experiences, look for educational solutions to new situations, provide advice and training in ONLIFE approaches to colleagues? (Yes, No, Maybe)



Part B – Open-Ended Questions

The final part of the survey consisted of one (1) open-ended question that aimed at recording partners' suggestions for improvement.

- What are your suggestions for further improvement of the module?
- Give the possibility to try some of the tools with practicle hands on during the initial presentation (even a few link maybe could be enough)
- No suggestions for improvement (6 responses)

Conclusion

In conclusion, the presentation about cases of good practices and the content about how to use digital/online tools in the classroom were identified as the most useful activities of Module 6. The majority of the respondents felt that the module has contributed to an increase in their digital literacy and to some extent, extending present digital teaching methods and acquiring new competencies. The next step recommended by the participants is to practice what they have learnt in the classrooms. Furthermore, many respondents expressed their interest in participating in international communities of practice to share experiences and look for educational solutions. Finally, the majority of responses did not have any further recommendations for improvement.

2.7 Module 7: Disruptive Educational Scenarios: How Teachers Adapt to Find Solutions

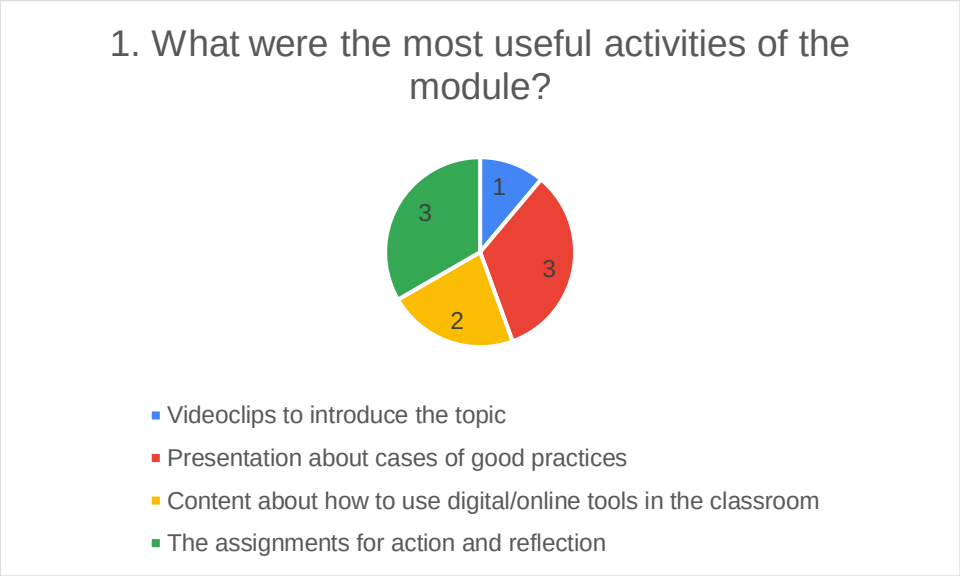
Survey's Findings

The data analysis of Module 7 is based on the 4 responses obtained. The findings of the data analysis are presented in the following section of this report.

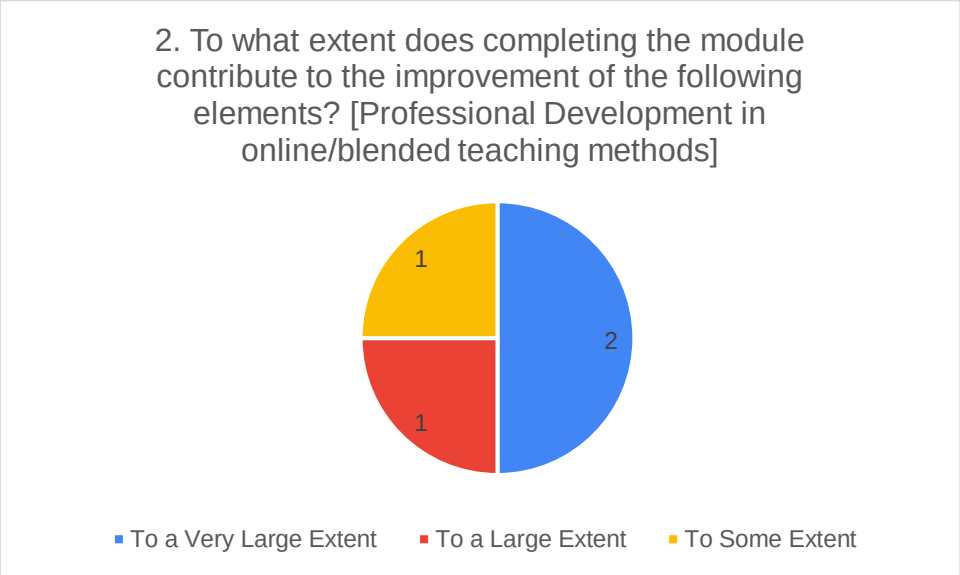
Part A – Content Questions

This section of the survey included six (6) close-ended questions that evaluated aspects of the quality of each module, such as the clarity of the content, its interactivity and its supporting material. The questions used a Multiple-choice scale with Yes/No/Maybe options, a 5-point Likert scale ranging from "To No Extent" to "To a Very Large Extent" and a set of checkbox questions. The responses are as follows:

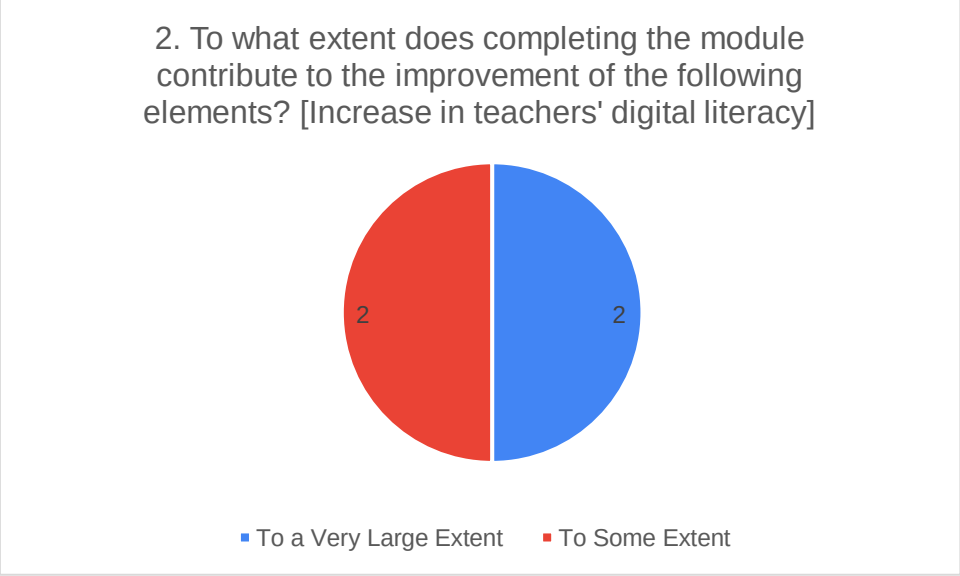
- What were the most useful activities of the module? (Videoclips to introduce the topic, Presentation about cases of good practices, Content about how to use digital/online tools in the classroom, The assignments for action and reflection, Other…)



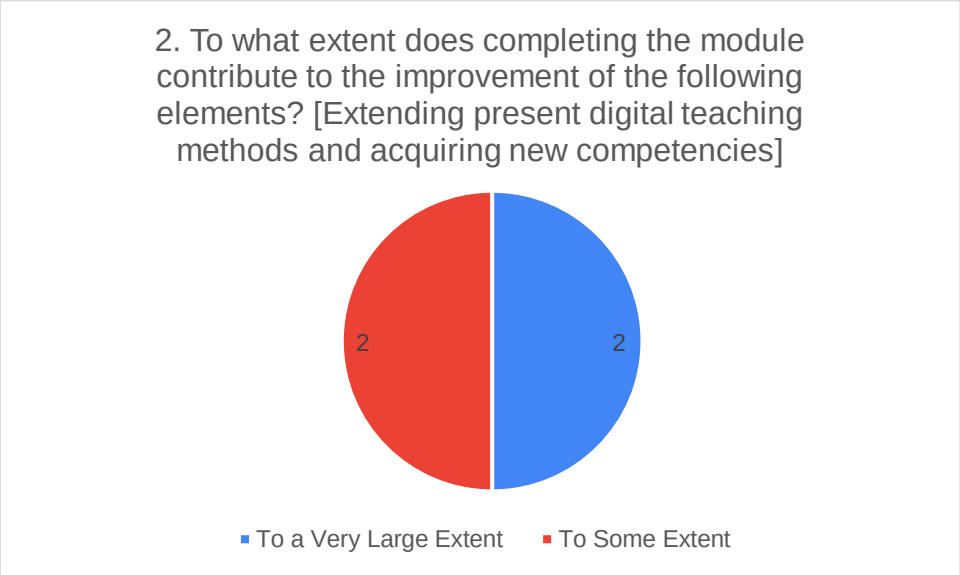
- To what extent does completing the module contribute to the improvement of the following elements? (Professional Development in online/blended teaching methods) – (To No Extent, To Little Extent, To Some Extent, To a Large Extent, To a Very Large Extent)



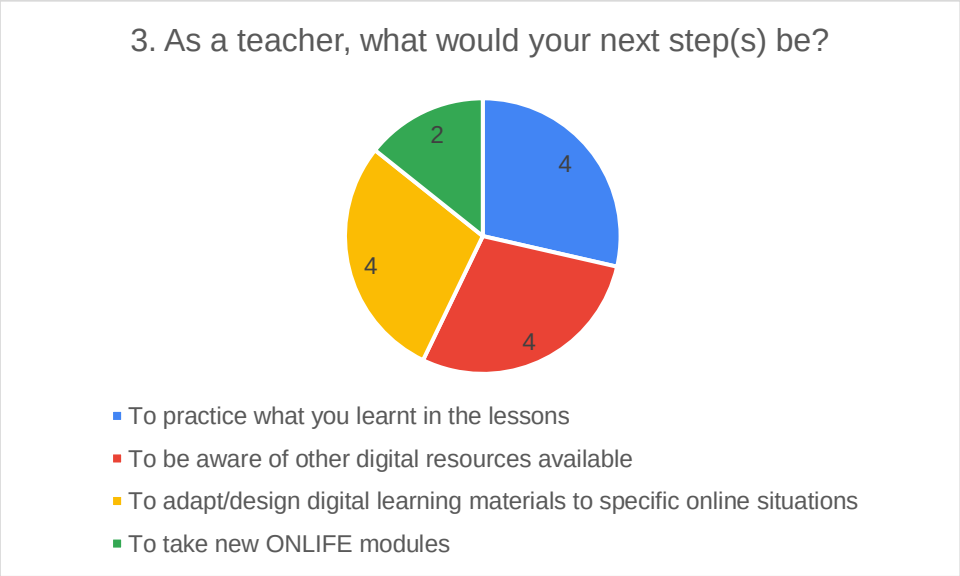
- To what extent does completing the module contribute to the improvement of the following elements? (Increase in teachers' digital literacy) – (To No Extent, To Little Extent, To Some Extent, To a Large Extent, To a Very Large Extent)



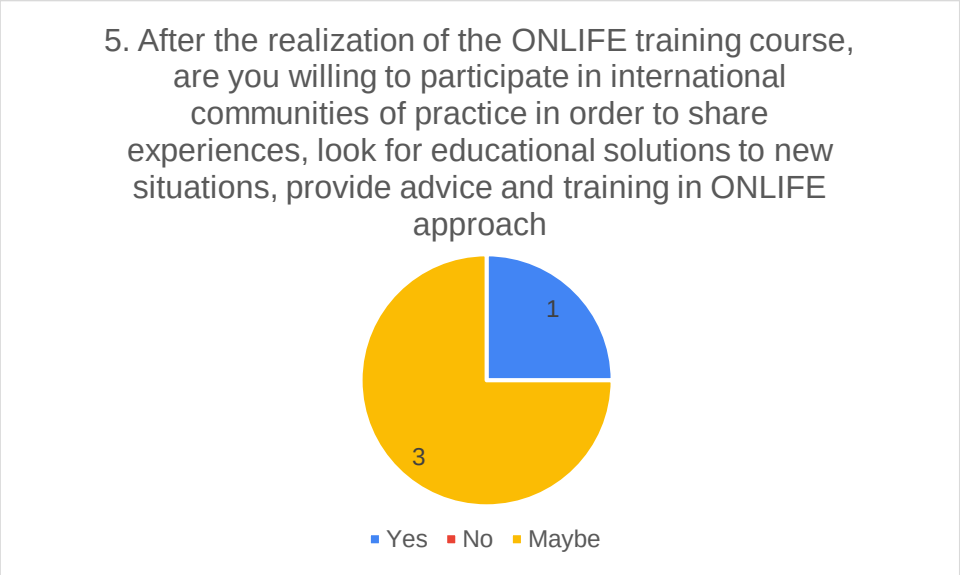
- To what extent does completing the module contribute to the improvement of the following elements? (Extending present digital teaching methods and acquiring new competencies) – (To No Extent, To Little Extent, To Some Extent, To a Large Extent, To a Very Large Extent)



- As a teacher, what would your next step(s) be? (To practice what you learnt in the lessons, To be aware of other digital resources available, including open-source, To adapt/design digital learning materials to specific online situations, To take new ONLIFE modules, Other…)



- After the realization of the ONLIFE training course, are you willing to participate in international communities of practice in order to share experiences, look for educational solutions to new situations, provide advice and training in ONLIFE approaches to colleagues? (Yes, No, Maybe)



Part B – Open-Ended Questions
The final part of the survey consisted of one (1) open-ended question that aimed at recording partners' suggestions for improvement.

- What are your suggestions for further improvement of the module?
- No suggestions for improvement (4 responses)

Conclusion
Based on the feedback received, it seems that Module 7 was highly effective in improving the professional development of online/blended teaching methods and increasing teachers' digital literacy. The presentation of good practices and assignments were found to be the most useful activities. The respondents also showed interest in participating in international communities of practice to share experiences and seek solutions. Interestingly, no suggestions for improvement were made, which suggests that the module was well-received by the participants. It is clear that the next step for teachers is to practice what they have learned and be aware of other digital resources to further enhance their teaching methods. Overall, the module seems to have been successful in meeting its objectives.

2.8 Module 8: Teachers as Future Multipliers

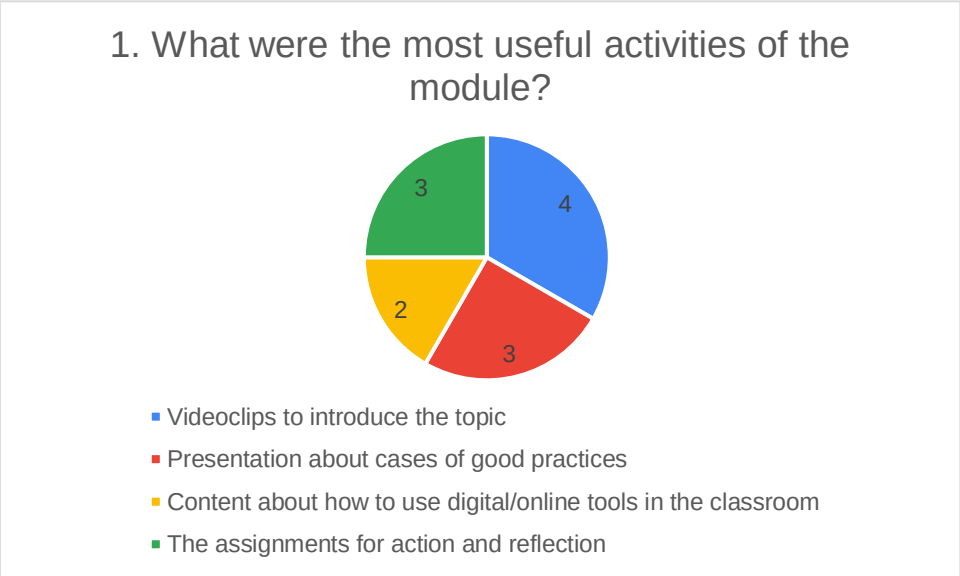
Survey's Findings

The data analysis of Module 8 is based on the 4 responses obtained. The findings of the data analysis are presented in the following section of this report.

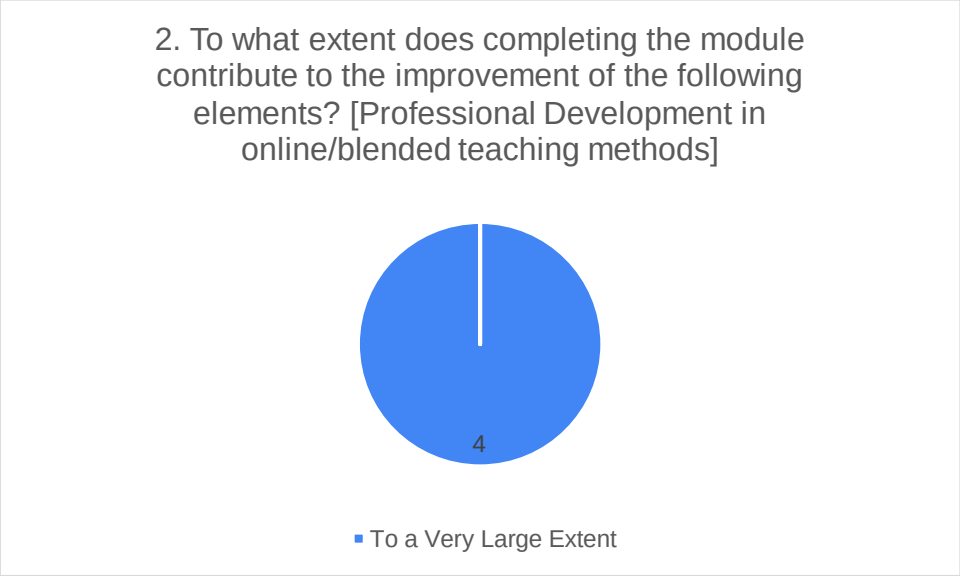
Part A – Content Questions

This section of the survey included six (6) close-ended questions that evaluated aspects of the quality of each module, such as the clarity of the content, its interactivity and its supporting material. The questions used a Multiple-choice scale with Yes/No/Maybe options, a 5-point Likert scale ranging from "To No Extent" to "To a Very Large Extent" and a set of checkbox questions. The responses are as follows:

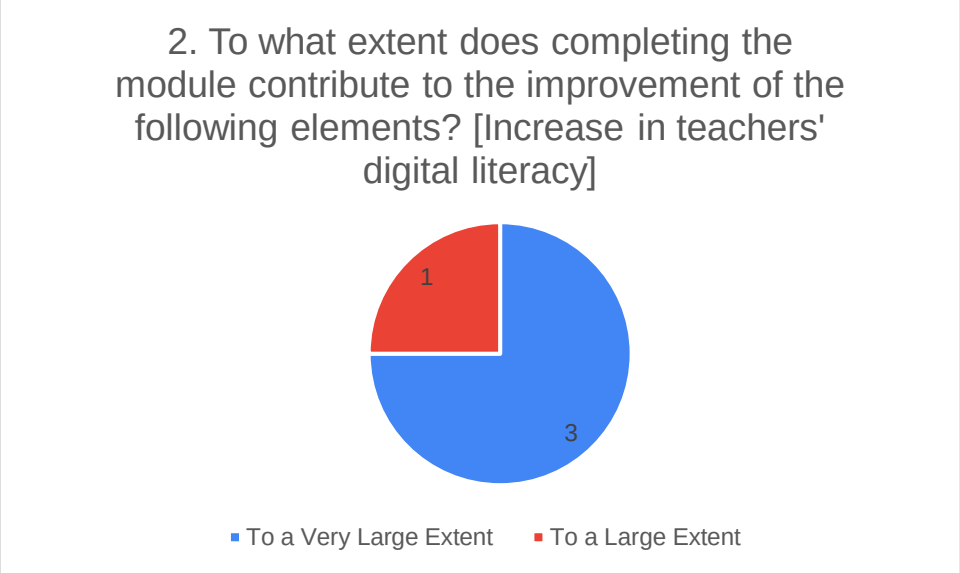
- What were the most useful activities of the module? (Videoclips to introduce the topic, Presentation about cases of good practices, Content about how to use digital/online tools in the classroom, The assignments for action and reflection, Other…)



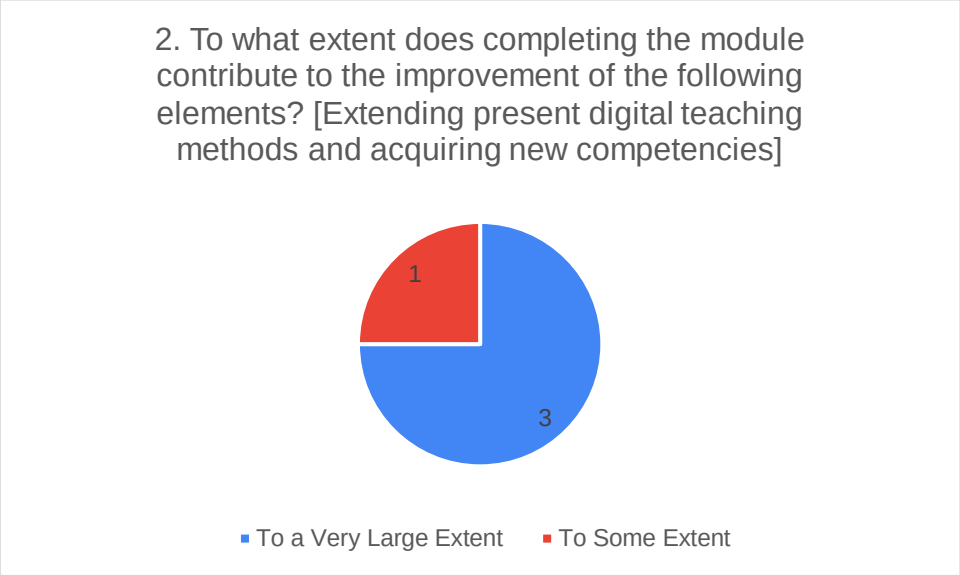
- To what extent does completing the module contribute to the improvement of the following elements? (Professional Development in online/blended teaching methods) – (To No Extent, To Little Extent, To Some Extent, To a Large Extent, To a Very Large Extent)



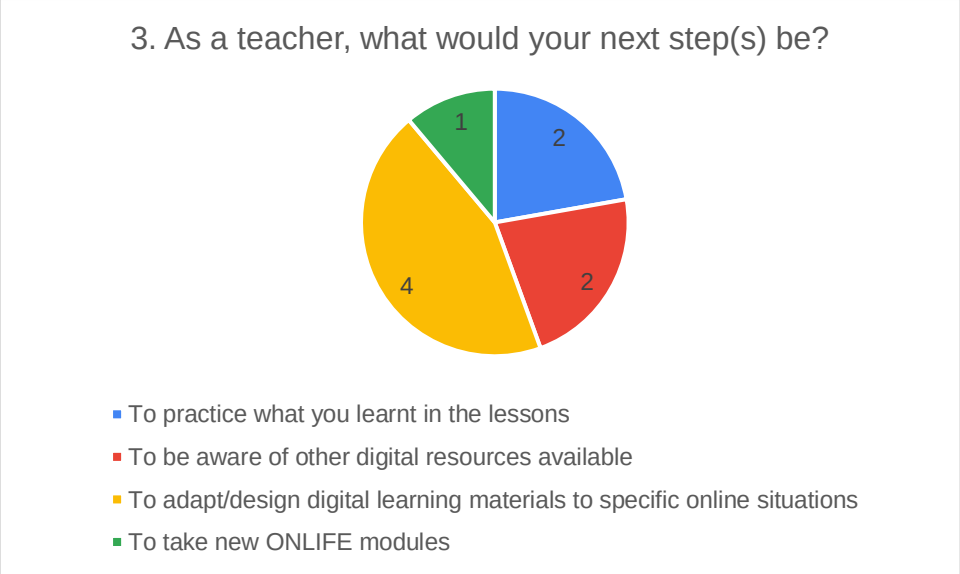
- To what extent does completing the module contribute to the improvement of the following elements? (Increase in teachers' digital literacy) – (To No Extent, To Little Extent, To Some Extent, To a Large Extent, To a Very Large Extent)



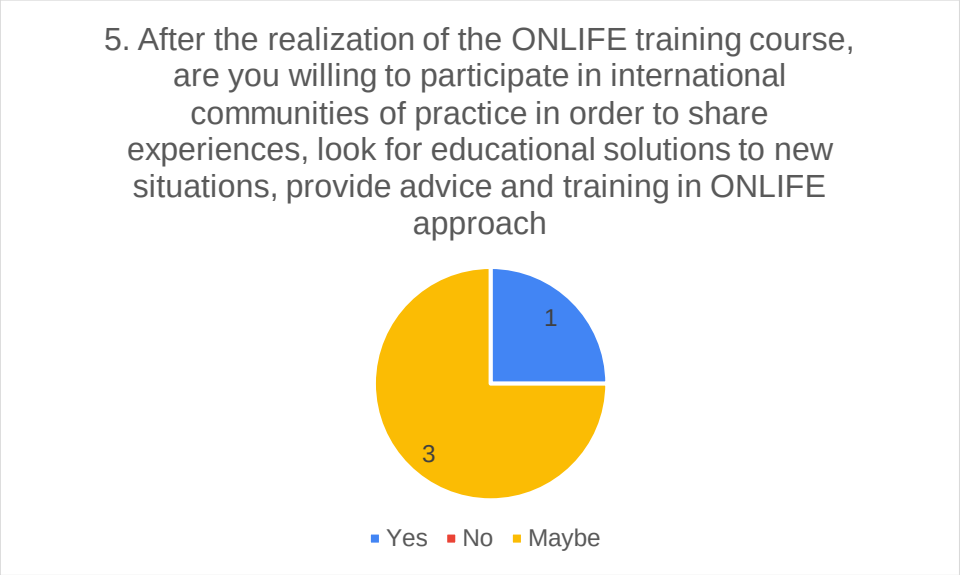
- To what extent does completing the module contribute to the improvement of the following elements? (Extending present digital teaching methods and acquiring new competencies) – (To No Extent, To Little Extent, To Some Extent, To a Large Extent, To a Very Large Extent)



- As a teacher, what would your next step(s) be? (To practice what you learnt in the lessons, To be aware of other digital resources available, including open-source, To adapt/design digital learning materials to specific online situations, To take new ONLIFE modules, Other…)



- After the realization of the ONLIFE training course, are you willing to participate in international communities of practice in order to share experiences, look for educational solutions to new situations, provide advice and training in ONLIFE approaches to colleagues? (Yes, No, Maybe)



Part B – Open-Ended Questions

The final part of the survey consisted of one (1) open-ended question that aimed at recording partners' suggestions for improvement.

- What are your suggestions for further improvement of the module?

- I think that this module has been very necessary, if I do not consider that there should be more practical part, where a situation is said where the teacher acts as a good multipicador depends on the context. I think it has been a good module, but perhaps supported with more practice would be clearer.
- No suggestions for improvement (3 responses)

Conclusion

Based on the responses, the videoclips to introduce the topic were found to be the most useful activity of Module 8. The module was also reported to contribute to a very large extent to the improvement of professional development in online/blended teaching methods, increase in teachers' digital literacy, extending present digital teaching methods, and acquiring new competencies. The next step recommended is to adapt/design learning materials to specific online situations. Additionally, the majority of respondents did not have any further suggestions for improvement. Finally, the majority of respondents showed interest in participating in international communities of practice to share experiences and look for educational solutions.

Overall Conclusion

Overall, the ONLIFE course has been found to be highly effective in improving the professional development of teachers in online/blended teaching methods, increasing their digital literacy, and extending their digital teaching methods. The eight modules have been particularly useful in providing teachers with new competencies, introducing them to a range of digital tools and resources, and helping them to develop critical thinking about the use of technology in education.

Across all modules, the presentation of good practices, content about how to use digital/online tools in the classroom, and videoclips were identified as the most useful activities. These activities provided practical examples and insights into the effective use of digital tools in teaching and learning, and helped teachers to understand how to apply these tools in their own classrooms.

The majority of the responses indicated an interest in participating in international communities of practice to share experiences and seek solutions. This shows that teachers recognize the value of collaboration and knowledge sharing in enhancing their professional development and improving their teaching practices.

While some respondents provided suggestions for improvement, many did not have any recommendations, indicating overall satisfaction with the course. The feedback suggests that the ONLIFE course has been well-received by the participants, and that it has met its objectives of improving the professional development of teachers in the digital age.

Moving forward, the next step for teachers is to practice what they have learned in their classrooms and to be aware of other digital resources available to them. By doing so, they can continue to develop their competencies and extend their digital teaching methods, and ultimately enhance the learning experience of their students. Additionally, the course developers can take into account the suggestions for improvement provided by the respondents to further enhance the course and make it more effective for future participants.

ANNEX III – Certificate of Completion

Upon completion of the second phase (Part 2) of the external pilot testing, which focused on evaluating the quality of the ONLIFE course and its accompanying modules, the evaluators received the following Certificate:

https://onlife.up.krakow.pl/

ONLIFE: Empower hybrid Competences for Onlife Adaptable Teaching in School Education in times of pandemic

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