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DIGIT & LEARN

Empowering Teachers for a more Interactive,
Efficient and Appealing Digital Learning
Experience

TRAINING FORMAT





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INTRODUCTION

THE PROJECT

Through the “Empowering teachers and professors for a more interactive, efficient and appealing digital learning experience” (Digit&Learn) project, the Consortium of partners will support teachers and professors in a digital up-skilling journey. This will enable them to exploit the potential of digital means and technologies to create educational tools. This will be complementary to their teaching. For instance, technologies as Virtual Reality (VR) are starting to have a greater impact in school classrooms, in many countries, as they increase in sophistication. Also, costs are reduced. In considering virtual reality, the low immersion also referred to as “In desktop VR, the virtual reality environment (VRE)” is displayed on a conventional PC monitor with sound coming through speakers and the interaction is controlled through a regular computer mouse, without any expensive costs needed for its implementation. In addition, the use of games and gamification are important mechanisms that support learning. Games provide participants with opportunities to learn from their involvement within a structured experience.

DIGIT&LEARN SPECIFIC OBJECTIVES

- **Objective 1:** Up-skill teachers with digital and technological competencies that will enable them to create educational tools aimed at supporting their classes;
- **Objective 2:** Activate a process of co-creation with teachers aimed at designing digital tools based on new technologies as complementary teaching means.
- **Objective 3:** Elaborate assessment means to monitor the impact of new technologies digital-based educational tools on students learning achievements.



TRAINING FORMAT

The Training Format (RI) for teachers is aimed at providing them with competencies for content creation through digital technologies.

The Training Format is aimed at helping teachers to improve their digital skills, and to develop digital tools, e.g. VR-based, to be used during lessons that are tailored to the needs of students. The elaboration of the Training Format's modules will be strictly based on a Research Report, containing training needs of teachers regarding digital or technological literacy as well as an overview of existing solutions in the field of digital tools applied in educational settings.

The Training Format will be based on a blended approach including in person and online activities structured on three levels: Beginner, Advanced, Expert. Each level will have specific modules as follows:

- **BEGINNER**

- a) Beginner ICT and Digital Literacy;
- b) Basic ICT tools;
- c) Complex ICT tools.

- **ADVANCED**

- a) Developing Advanced Digital Content;
- b) Integrating and re-elaborating digital content;
- c) Integrating ICT and Digital content into teaching.

- **EXPERT**

- a) Expert VR Literacy and Features;
- b) VR Content Development;
- c) VR Tools for Teaching.



The Training Format will be tested at national level during the pilot phase with the involvement of 5 teachers per Country aged 25+ with at least 2 years of experience in teaching (from primary and secondary levels). An important element of the Training Format will be the co-creation process between partners and the teachers trained through the piloting of the RI, aimed at creating new developed digital and virtual tools to be employed during lessons for a selected sample of school subjects to be included in the Toolbox. Due to its features, the Training Format can be potentially exploited by different types of educational institutions for different subjects and applied to other sectors than school (i.e. adult education, VET).

Training Format Development – All partners will cooperate to create, structure, and elaborate the Training Format. All partners will provide their contributions for the contents of the modules as well as the translation in their national languages under the supervision of Mine Vaganti NGO.

REPORT SEARCH

In this section, the Research Report's conclusion, containing training needs of teachers in digital/technological literacy as well as the mapping of existing offer in the frame of digital and VR tools applied to education, are reported. The Training Format implementation will be based on the findings of this grounding research.

DESK RESEARCH CONCLUSION

All partner countries were looking for examples of good practice according to the research topic. Practical examples show that digital education plays a very important role in every country.

Practices for educational communities are focused on the improvement of teachers' professional competences and the use of creative and innovative methods. They encourage to increase the teacher's awareness, make him/her aware of his/her strengths and weaknesses, ensure that the teacher develops a his vision and to builds confidence in using technologies in the classroom.



With the help of these projects, teachers can raise students' interest in science and technologies. This is especially relevant in a world which is increasingly formed by technologies and digitization.

Several projects were intended to provide equal opportunities to vulnerable groups. They were reducing the gap between different age groups and between people of different abilities. The projects were intended for disabled or retired people. Also, for those with lower incomes.

The aim is to help residents learn how to use information technologies and the Internet with its opportunities effectively, safely and responsibly.

Thousands of people participated in the projects. A new public fiber-optic Internet access has appeared. Websites for learning and teaching have been created. Many innovative teaching tools have been prepared.

FIELD RESEARCH CONCLUSION

Questions 10-20 are about digital literacy. Only 1% of teachers indicated that they had no digital skills, 23% had a beginner level, 58% had an intermediate level and 19% had an advanced level. 35% of teachers did not study digital literacy and only 21% were in degree programs, while 44% were in non-formal studies. In all countries, it is common for teachers learning digital literacy to look for information on the Internet or participate in various seminars and training. Very little information is received by teachers from their education department. But the teachers themselves are reluctant to share the digital tool, plans or other information they have created. 55% of respondents consider it very important and 33% important to regularly learn and improve their personal digital knowledge and competences. 40% would very much like and 32% would like to attend a seminar/workshop/informal training on digital learning/digital tools for education in the future. 17% do not know if they would like to attend such training, and 11% would not participate at all. 85% of teachers use digital tools in their lessons. In all countries, teachers use Google Docs, Edmodo, Power Point, Kahoot, Quizlet and Youtube. There are many apps. Teachers indicated that they also use Canva or other specific apps for mathematics, physics, etc. However, teachers have little or no use of VR in the classroom. Internet search is very often used in lessons. According to teachers, the use of digital tools in lessons increases students' motivation and improves students' performance. Also, digital tools help to communicate and manage the lesson, but it does not really reduce the workload of teachers. The main reasons why teachers use digital tools is to engage students, this was noted by 299 teachers.



CONCLUSIONS, RECOMMENDATIONS, KEY FINDINGS

To summarize the research, it can be said that in different countries with different educational systems, as well as different national priorities, the qualifications of teachers and attitudes towards digital tools are very similar.

Conclusions:

1. Teachers have a sufficient amount of digital skills. They are able to use digital tools themselves.
2. In all countries teachers understand the importance and impact of digital literacy on students, and are therefore willing to develop their own digital competences. From the conducted research, we can see that teachers use few different digital tools, only those that are familiar to them. Regular upgrading of digital literacy skills is necessary, because digital content is constantly and rapidly changing, and innovations are emerging.
3. Most of the time, they use Google Docs, Edmodo, Power Point, Kahoot, Quizlet, Youtube, Canva or other specific apps for mathematics, physics, etc. in lessons or when preparing for them. However, teachers have little or no use of VR in their classrooms. Internet search is very often used in lessons.
4. Teachers share little or almost no digital material they have prepared, which would facilitate the work of the teachers themselves. From the research, we see that there is a need to encourage teachers to share their prepared digital materials, lesson plans, etc.
5. The use of digital tools in the classroom has a positive effect on both teachers and students compared to traditional methods. Obstacles to the use of digital tools in the classroom are mostly technical. Insufficient number of tools and poor communication are named as main obstacles.

Recommendations:

1. Continuous improvement of the teacher's digital competences and skills.
2. To share experiences with colleagues in their school, local or national teacher communities.
3. Use digital tools as much as possible in lessons, because they enliven and make the lesson more interesting and attractive for students.



TRAINING FORMAT IMPLEMENTATION

THE BASIC STRUCTURE

The Training Format will be based on a blended approach including physical and online activities structured on three levels, each other different by the kind of content developed in them: Beginner, Advanced and Expert.

The implementation of each Level will be, in turn, carried on by purchasing on three different modules, each of which deepening the topic addressed in the specific level. As mentioned, the Training Format is implemented thanks to activities aimed at involving and interesting the participants through Non-Formal Education (NFE); that is why each module involves the use of Ice Breakers, Team Building activities and Workshops.

Each partner's task will be to design each of the assigned activities (according to the table below), so that each module can be implemented in Training Format. As the coordinator, Mine Vaganti NGO tried to assign the different activities to be designed according to the specific skills and specializations of each partner. In any case, however, the balance in the number of modules that each partner has to develop is guaranteed.

TRAINING FORMAT: DIVISION OF DUTIES TABLE

BEGINNER

ADVANCED

EXPERT

	Ice Breaker	Team Building	Workshop		Ice Breaker	Team Building	Workshop		Ice Breaker	Team Building	Workshop
1. ICT and Digital Literacy	Turkiye	Turkiye	Turkiye	4. Developing Digital Content	Lithuania	Lithuania	Lithuania	7. VR Literacy and Features	Italy	Italy	Italy
2. Beginner ICT Tools	Lithuania	Lithuania	Lithuania	5. Integrating and re-elaborating Digital Content	Romania	Romania	Romania	8. VR Content Development	Greece	Greece	Greece
3. Complex ICT Tools	Italy	Italy	Italy	6. Integrating ICT and Digital Content into teaching	Finland	Finland	Finland	9. VR Tools for Teaching	Greece	Greece	Greece

Between the **Beginner ICT Tools** that can be mentioned:

- For developing Literacy: Emails, Web searching, the use of digital videos
- For presentation: google slides, slide share etc
- For creative creation: Canva, Infogram, Storybird

Between the **Complex ICT Tools** that can be mentioned:

- For brand promotion and web marketing: Wordpress, SEO Language, Google analytics.
- For writing skills and effective writing delivery: Word and Excel
- For social promotion: Facebook and instagram management (content publishing, social branding, etc.)



TRAINING MODULE

BEGINNER

1 – ICT and Digital Literacy (Turkiye)

ICE – BREAKING ACTIVITY “ BINGO FOR DIGIT WORLD ”

Category	Practical
Timeframe	15-20 mins
Learning outcome	This ice-breaking activity aims to meet and talk to as many people as possible within the time limit in order to put one name by each of the statements . The purpose of this icebreaker is to lower initial barriers and improve interactions amongst participants. Additionally, it could be a helpful activity to comprehend how participants relate to ICT and technologies.
Materials	<ol style="list-style-type: none"> 1. A piece of paper or a bingo card using a 5×5 table and text boxes listing 10 to 15 characteristics. 2. A copy of the paper / card for each participant.
Procedure	<ol style="list-style-type: none"> 1. Prepare 10 to 15 characteristics using vocabulary that are related to ICT and digital literacy. e.g. Find someone who usually uses Firefox Browser. 2. The draft “Bingo for Digit World” in annexes can also be used.



3. Print a copy of the paper / card for each participant.
4. Hand out the copies to participants.
5. Announce that the group is going to do a brief interview activity in which each participant will ask people a question to find out if they do a certain activity. The goal is to ask everyone in the group until participants find someone who does that activity or has that characteristic.
6. Ask participants to mingle and ask each other the questions until they find someone who answers yes to a question.
7. When participants find someone who says yes to one of their questions, they ask the person to write his/her name and put his/her signature in the box.
8. Then, they go on to the next question with another person.
9. The first person should shout "Bingo!" once all the boxes are filled. The first person who fill all the boxes with a name and signature is the winner.
10. Then ask the learners to share their findings, for example "Julie usually uses Firefox Browser".

Indications or suggestions for the trainers (if any)

A digital version of this activity can be prepared.

- In Google Slides , create a bingo board using a 5×5 table and text boxes.
- Share the slideshow in Google Classroom or other digital tools so that every participant receives their own copy.
- In the bingo squares, write prompts to meet people and get to know the group better.



FIND SOMEONE WHO

... checks her/his emails on the smart phone every morning	...uses Firefox Browser as a browser	...can create a video with an application on smart phone	...doesn't know "googling" or searching the web for information
...uses Bing as a search engine	...uses the web to connect with distant family members/ friends	...does online shopping once a week	...uses the same password for all online accounts
...doesn't have an email address	...doesn't know how to use an application for navigation	...listens to music on sites like Spotify	...doesn't have a Twitter account
...doesn't watch films or shows on sites like Netflix	...can create a website	...joins online courses /training	...has more than 1K followers on Instagram
...has had an online date	...spends more than 4 hours on social media sites like Facebook or Instagram	...can develop an application	...has attended training about Cyber Security



TEAM BUILDING ACTIVITY- "FORM YOUR COMMUNITY"

Category	Practical
Timeframe	20 minutes
Learning outcome	"Form Your Community" activity aims at helping participants to know and understand the internal and external hardware components of a computer and to build a community among participants.
Material	Paper, post it, pens or markers
Procedure	<p>PREPARATION</p> <p>The Teacher/Facilitator creates name cards for each vocabulary listed below. Each card has two sides. The name is on the front (i.e., Webcam) and a short description is on the back (i.e., "a video camera connected to a computer, allowing its images to be seen by internet users").</p> <p>The cards will be organized in 2 groups :</p> <ol style="list-style-type: none">1. Internal Hardware Components2. External Hardware Components <p>In-class</p> <p>The aim of the game is to find the components in the same group and form two different communities.</p> <p>Teacher/ Facilitator delivers name cards and wants students (SS) to walk around the classroom and describe computer components that are written on the name card through role-playing to other SS. SS will not talk, they will use only body language and gestures.</p> <p>Example 1</p> <p>Student A will role play to describe "Printer"</p> <p>Student B will guess what student A tells about.</p>



Then student B will role play to describe “Graphics Card”

Student A will guess what student B tries to describe.

A printer is an external hardware component and Graphics Card is an internal hardware component, so student A and B can't form a community because they belong to different groups. “Printer” and “Graphics Card” will keep on looking for their community.

Example 2;

Student A will role play to describe “Printer”

Student C will guess what student A tells about.

Then student C will role play to describe “Monitor”

Student A will guess what student C tells about.

Both “Printer” and “Monitor” are external hardware components, thus they can start to form their community. Now they are expected to find other members of the external hardware components community.

First formed component community will be the winner of the team building activity.

At the end of the activity, each component will introduce itself

Example ;

I am a printer, I am an external component. I can print on paper anything written or created on a computer, whether it's text or a photo.

I am a Graphics Card, I am an internal hardware component. I am a type of expansion card that processes and produces outputs for displays. I am a crucial component that monitors rely on.



Indications or suggestions for the trainers (if any)

A digital version of this activity can be prepared.

- In Google Slides , create a bingo board using a 5×5 table and text boxes.
- Share the slideshow in Google Classroom or other digital tools so that every participant receives their own copy.
- In the bingo squares, write prompts to meet people and get to know the group better.

INTERNAL COMPONENTS

THE MOTHERBOARD

The motherboard is a printed circuit board that houses most, if not all of the internal components. These include the Central Processor and the Memory cards and more.

THE PROCESSOR

The processor is a computer chip that carries out instructions given by computer programs and handles all the day to day tasks that a PC has to do.

RAM

RAM is a type of temporary computer data storage. The more RAM you have, more windows and processes can be open than if you only have little Ram.

HARD DISK DRIVE (HDD)

The Hard Disk drive is a type of permanent computer data storage. Data is retrieved by using a series of rapidly spinning magnetic disks that store the data.

CD-ROM DRIVE

A CD Rom drive is a drive that reads compact discs only, but now expands to DVDs as well.



POWER SUPPLY

The Power Supply unit is a switch operated unit that converts mains AC electricity into DC electricity that powers all the internal components. These units have many cooling systems to them so that they do not overheat.

POWER CABLE

These cables are connected to the Power Supply Unit and cables that look like this power the motherboard and is the largest connector found on a PC's motherboard. Without these, the computer would not work, so are an essential internal component.

FAN

A fan inside a computer is a fan that sucks cool air into the PC case and blows hot air out of the case and stops any key components overheating.

GRAPHICS CARD

The graphics card is a type of expansion card that processes and produces outputs for displays. These are a crucial component that monitors rely on.

SOLID STATE DRIVES (SSD)

Solid State Drives are drives that have no actual mechanical parts and are a form of computer data storage. Their construction resembles that of a giant memory card found in digital cameras.

EXTERNAL COMPONENTS

MONITOR

The monitor is the display for a PC. This is where anything you can see is displayed.

KEYBOARD

The keyboard is the main way of typing on a PC. When typed, each key produces a letter on the screen.

MOUSE

The mouse is the primary way of navigating a computer.

PRINTER

The printer is computer hardware that will print anything written or created on a PC onto paper, whether it be text or photos.



COMPUTER CASING

The computer casing is the housing for all the internal components of the PC. These are usually made from steel because they need to be durable.

WEBCAM

A webcam is a video camera which is designed to record or stream to a computer or computer network.

USB FLASH

A USB flash drive (also called a thumb drive) is a data storage device that includes flash memory with an integrated USB interface.

SCANNER

A scanner is a device that captures images from photographic prints, posters, magazine pages and similar sources for computer editing and display.

MICROPHONE

An instrument for converting sound waves into electrical energy variations which may then be amplified, transmitted, or recorded.

SPEAKER

A computer speaker is an output hardware device that connects to a computer to generate sound.

WORKSHOP – MY WEBWORLD

Category	Practical
Timeframe	40'+40'
Learning outcome	The workshop aims at making Students (SS) to describe how they and others use and interact on the web
Material	<ul style="list-style-type: none"> • Sticky notes • Pencils, markers • Timer for keeping time during storytelling
Procedure	In this workshop, SS reflect on and share observations, ideas, and feelings about their own web use, and what the web means to their communities.



What do they love or hate about the web? What are they curious about? What kinds of things would they like to do on/with the web? The workshop also helps SS to get to know each other and feel connected.

Introducing the Web

15 Mins.

The teacher (T) / Facilitator (F) explains that SS will talk about the internet and technologies they use when they are “online”. T/F asks the SS to share the kinds of things they do “online.”

T/F gives some samples to encourage students, especially ones who have less or no web experience.

- sending or receiving email
- using web for distance education
- using an application on a smart phones like maps, readers and calculators
- searching the web to do homework
- streaming shows or music on sites like Netflix or Spotify
- gaming
- shopping

T/F explains the internet can be used for several different purposes and reasons and T/F elicits SS’s examples about what they do when they are online.

Storytelling: My Webworld

[25 mins]

- In this part, T/F splits SS into groups of 3 to 4 to tell and listen to stories. T explains that each student will have 3-4 minutes to tell their own story of their web experience and what it means to them while other group members listen.
- T/F will write some questions on the board to inspire SS to develop their own story.



1. What kind of things do you hope to do online?
2. What kind of information do you hope to find online?
What would be most useful to discover or learn?
3. What's the most important/meaningful/memorable experience you've had online?
4. How do you use the web? What kinds of things do you like to do online?

SS do not have to answer the questions, questions are examples to show what kind of experiences they can share and encourage them to talk about their experience. SS will have 5 minutes to think about their stories. SS will note keywords on a paper so they can organize their stories without forgetting important points while telling it.

- T/F tells SS they are free to set the tone and depth of the story, they are just supposed to not to tell offensive and aggressive stories.

Between stories, SS needs to take time to relax and others to understand the point of the story.

Reflection and Review

[20+20 mins]

- When SS have completed sharing their stories, the T/F asks SS to assess the stories of other students and their own learning (differences/ similarities/ new reasons and purposes to use the internet etc).

SS will answer questions like

1. Is there anything new that you have learnt from the stories?
2. Which story is the most interesting one for you why?
3. Which story has similarities with yours, why?
4. What was surprising in the stories?
5. Which story was inspiring for you?



	<p>T can use responses to stories and questions to shape the rest of the program– return to the questions for context, examples, and to address gaps in knowledge and understanding, or leverage special expertise– ie “we had a question about how a browser works, so let’s explore that now” or “some of you are active youtube users– what can you tell us about the platform?”</p> <p>T thanks the SS for their participation, questions, and opinions.</p>
<p>Indications or suggestions for the trainers (if any)</p>	<p>Time frame of the activity is for classes with max 20 students, for more crowded groups, time frame needs to be rearranged. “Reflection and Review” part can be done in writing or orally.</p>

2 – Beginner ICT Tools (LITHUANIA)

ICE – BREAKING ACTIVITY “ THREE CHAIRS ”

<p>Category</p>	<p>Practical</p>
<p>Timeframe</p>	<p>15 mins</p>
<p>Learning outcome</p>	<p>The aim of the activity is to get the participants to know each other both personally and professionally. It is also very important to emphasize that everyone should know each other’s expectations and aspirations.</p>
<p>Materials</p>	<p>Three chairs, cards, pens</p>



<p>Procedure</p>	<p>Three chairs are placed in front of the group work room. In front of each chair, cards with the inscriptions "About myself", "About the profession", "Expectations" are placed on the floor. The teacher is the first to sit on the chair and tell the participants about himself. Each contestant will have to introduce himself in all three categories. After that, one by one, the group members sit down and tell about themselves. As the participants introduce themselves, during the introduction training lead will write a contestants introduction (name, profession, expectations). The cards will be already premade to be filled with the information. Person to place on the wall of them.</p>
<p>Indications or suggestions for the trainers (if any)</p>	<p>The trainer could keep post-its and take notes on how participants describe themselves for later activities.</p>

TEAM BUILDING ACTIVITY "COUNTING WITHOUT THREES" BEGINNER

<p>Category</p>	<p>Practical</p>
<p>Timeframe</p>	<p>20 mins</p>
<p>Learning outcome</p>	<p>The aim of the activity is to help focus and to increase team concentration</p>
<p>Materials</p>	<p>No materials are required</p>
<p>Procedure</p>	<p>Everyone stands in a circle. The group must count to 25, omitting the numbers with at least one triplet (3, 13, 23) and those divisible by three (3, 6, 9, 12, 15, 18, 21, 24). Instead the participants need to clap. The first participant starts by saying "one", the next person says "two", and the third claps, etc.</p>



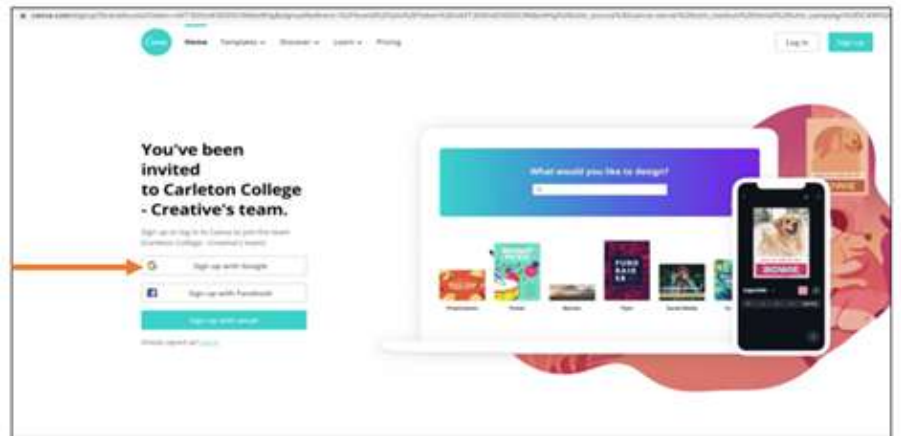
	<p>If someone makes a mistake (says a number, even though they should have clapped), the game starts all over. The game is over when you count to 25 without mistakes.</p>
<p>Indications or suggestions for the trainers (if any)</p>	

WORKSHOP ACTIVITY - ICT TOOLS "CANVA"

<p>Category</p>	<p>Workshop</p>
<p>Timeframe</p>	<p>3 hours</p>
<p>Learning outcome</p>	<p>Participants will learn how to use Canva, create presentations, and learn about other Canva options</p>
<p>Materials</p>	<p>Internet</p>
<p>Procedure</p>	<p>Canva is an easy-to-use graphic design platform that allows you to create visual content, including social media graphics, posters, flyers and more. And, it's available to use in your browser. After creating your piece, it can be downloaded as an image file or PDF and immediately shared or is ready to print.</p> <p>Logging into Canva</p> <p>1. Check your inbox for a welcome email from Canva. Accept the invitation, and launch Canva in your web browser.</p> <p>(https://www.canva.com/).</p>

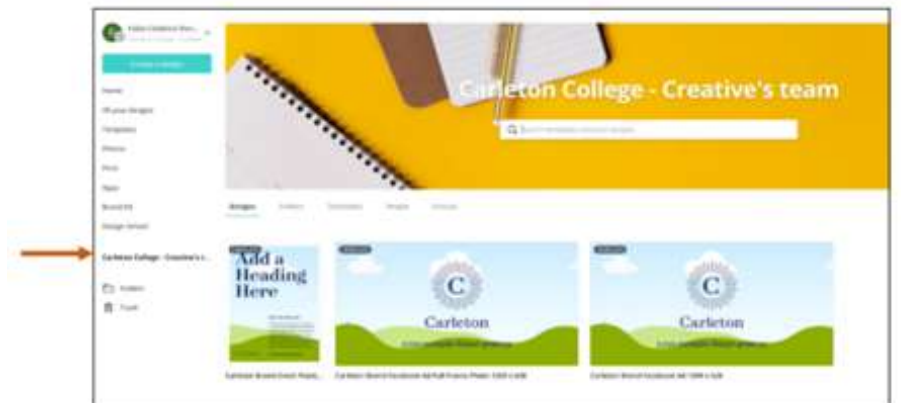


2. Login with your credentials, using Google's sign-in function

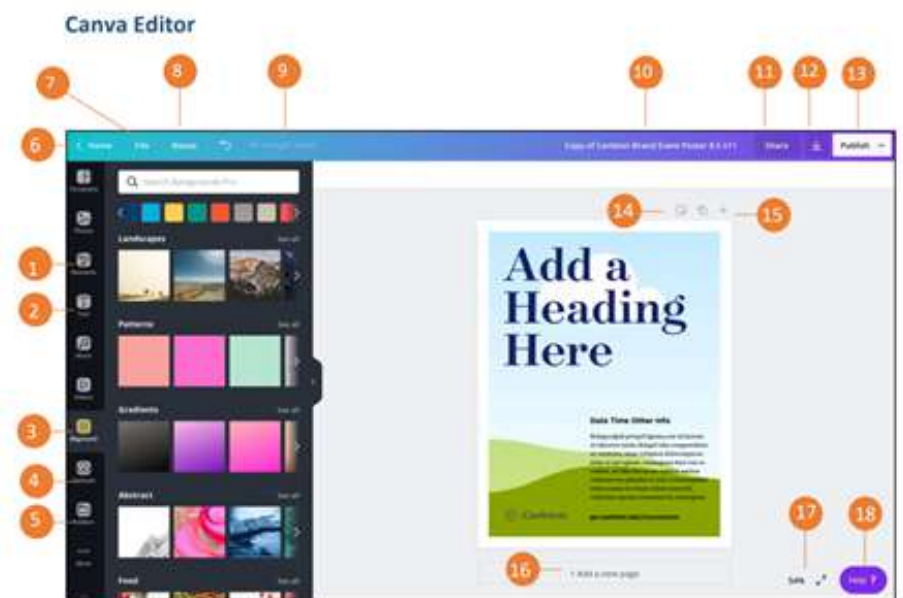
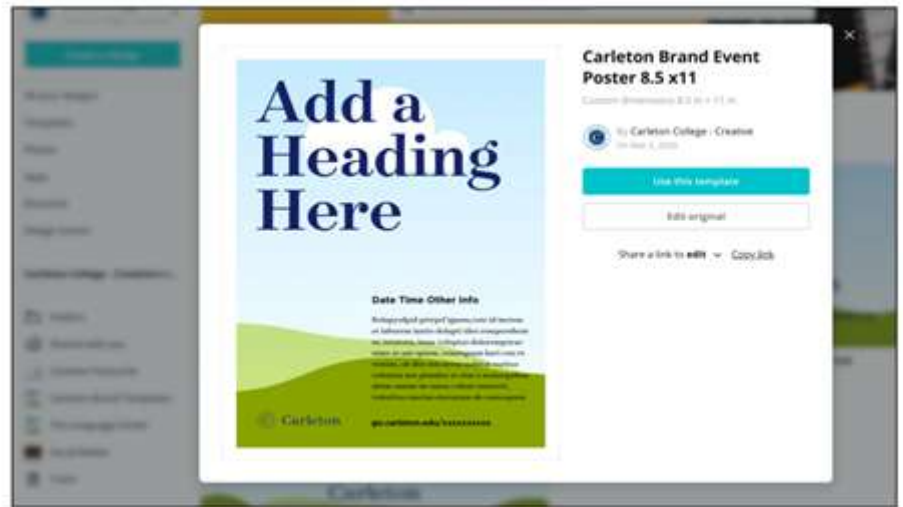


Choosing a Carleton template

1. Go to Carleton College - Creative Team's folder.
2. Select your preferred template.



3. On the template screen, choose a template you want to use and click on it.
4. Select "use this template" and a copy of that template will be made on a new window.



1. Elements: Select photos, frames, shapes, lines, etc. to add to your design.
2. Text tab: Beyond the text placeholders already available to you, the text tab gives you options to add additional pre-formatted text heads, sub-headings, and body text. There are also font combinations available.
3. Background tab: colors are available just below the search bar.
4. Uploads tab: This area allows you to upload your own elements such as images and graphics.
5. Folder: All of your designs, favorites, purchases, items shared with you, and folders are available here.
6. Home: Takes you back to your home page.



7. File: Create a new design, show margins, show print bleed, save all your changes, move to folder, resolve comments, see version history, make a copy, download your design, or look for help.

8. Resize: Allows you to change the size of your design.

9. All changes safe: While Canva automatically saves your changes, much like Google Docs and Slides, this feature gives you an opportunity to ensure your changes were saved before closing out of the platform.

10. Document name: Allows you to change the naming convention of your design at any time.

11. Share: Allows you to share your design with others. This feature also gives you the flexibility to adjust restrictions, allowing individuals to view or edit.

12. Download: This feature gives you different options and formats to download your design in.

13. Publish: Download your design, share a link, make a presentation, email the design, or share it on social media.

14. Add notes: Add notes to your design.

15. Page controls: If you have more than one page, use this area to navigate between them. You also have the ability to copy them and delete them.

16. Add a new page: Directly add new pages with this button.

17. Zoom Control: Make your work area larger or smaller.

18. Help: Access and use Canva's support functionality, while still working on your design.

Open and edit your design

1. To find your design, go to the department folder where you saved your design (e.g. Division of Student Affairs).

2. Double-click on the template you selected. A screen will open up, giving you the ability to modify your template.

Using the Canva sidebar

1. Search tab

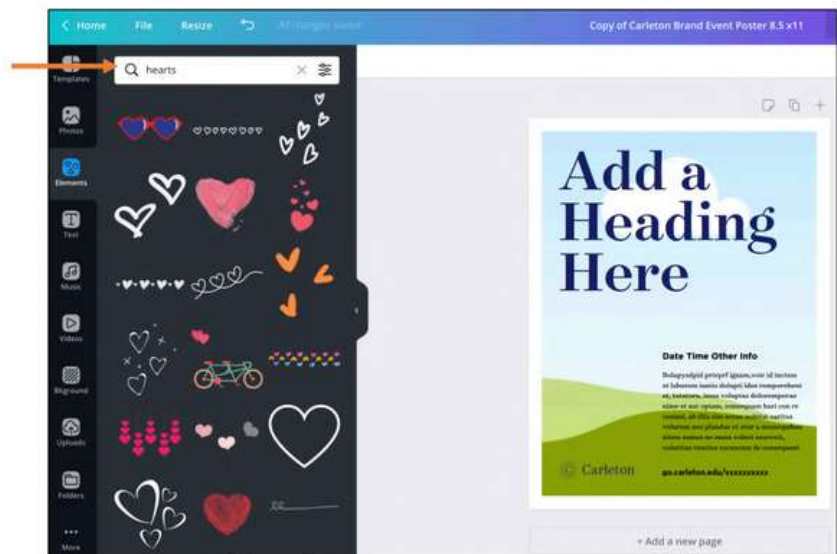
The search option allows you to look for photos, illustrations, or all items. You can narrow your search down by clicking on photos or illustrations.

2. Elements

Here you'll find photos, grids, frames, shapes, lines, illustrations, icons, charts, and more.

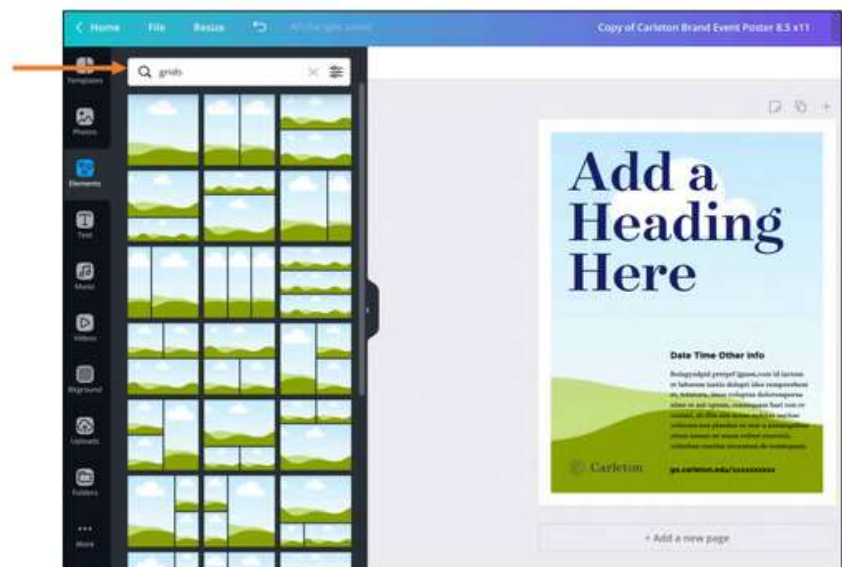
To select an element:

1. Click on the elements tab.
2. Select a category you want to browse in.
3. Then drag and drop the element into the design area.



3. Grids

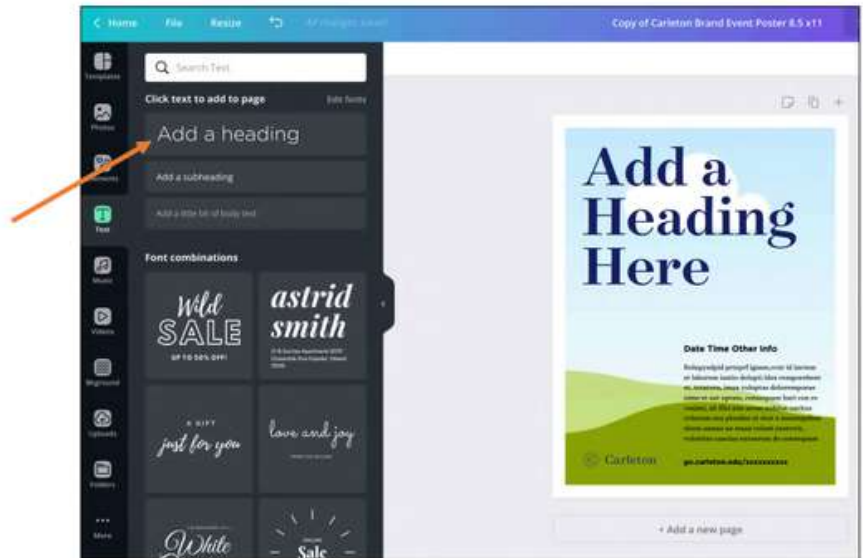
Used to hold images. Select the right grid depending on the numbers of images you plan to use. You should also select the grid layout that works for you e.g. for two images laid horizontally, use the grid shown below:





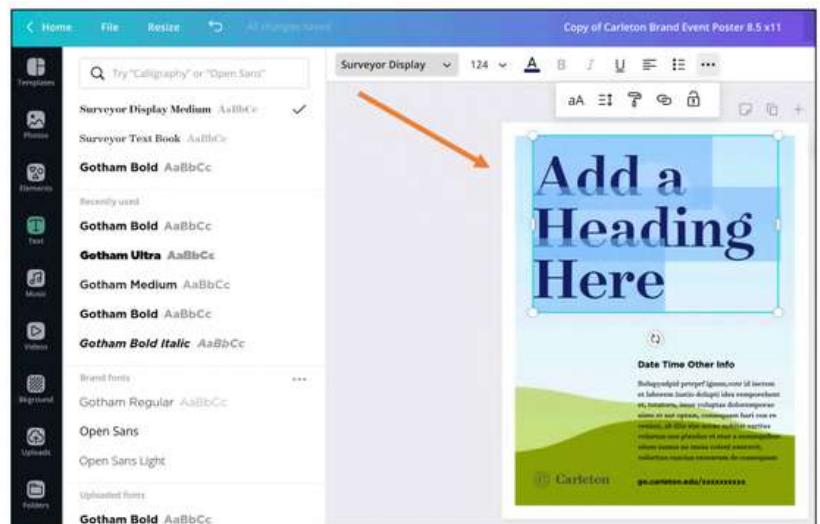
4. Text

Beyond the text placeholders already available to you, the text tab gives you options to add additional pre-formatted text heads, sub-headings, and body text. There are also font combinations available.



Edit text

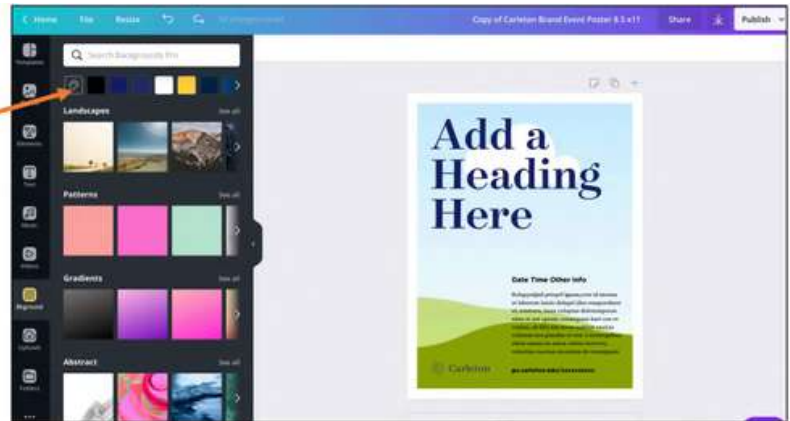
Highlight the text you want to edit and a top bar will appear with different options to make adjustments like size, font, color, etc.



5. Background tab

Colors and background images—are available in this area.

- Click on the background tab, then select the color or image you like



6. Upload tab

Canva allows you to upload and use your own elements, such as images and logos.

- Click "Upload your own images."
- A window will open up, find the image you want to upload and click open.

7. Delete uploaded image

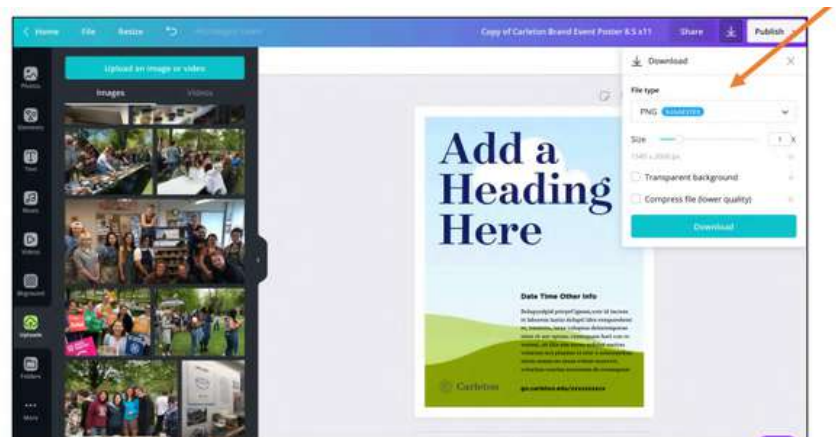
You also have the option to delete the image you uploaded. To do this:

- Hover over the image you want to delete and click on the "i" icon on the bottom left of the image.
- Then click the "trash" icon

Save and download your design piece

Canva gives you the option to save and download your design in four formats:

- JPG
- PNG (Recommended)
- PDF (Standard)
- PDF for print





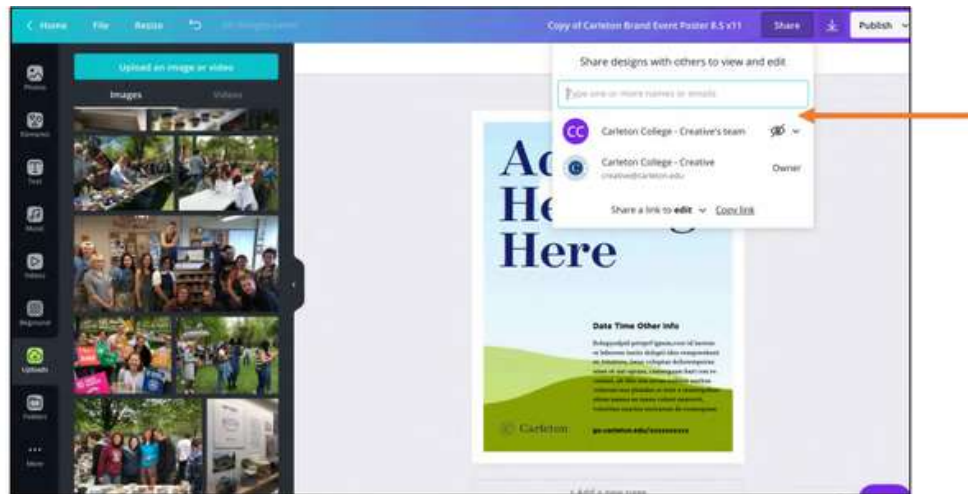
Share your design

Canva also gives you an option to share your design with friends.

- Social media: Share on your social media pages.
- Link: Share the link to your design.
- Embed: Only available for public designs.

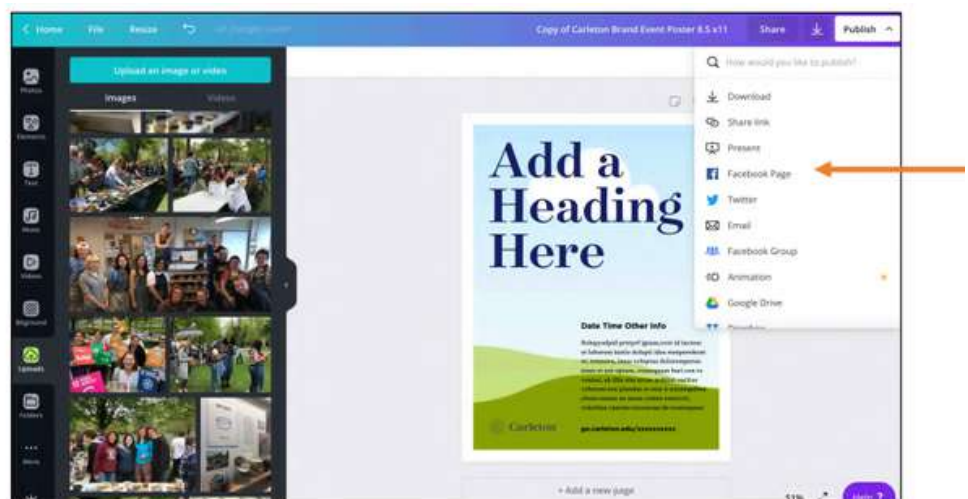
To share a design, click on the share button on the top right corner of the Canva page. You will get a pop-up asking you to specify how you would like to share.

1. Share by email:

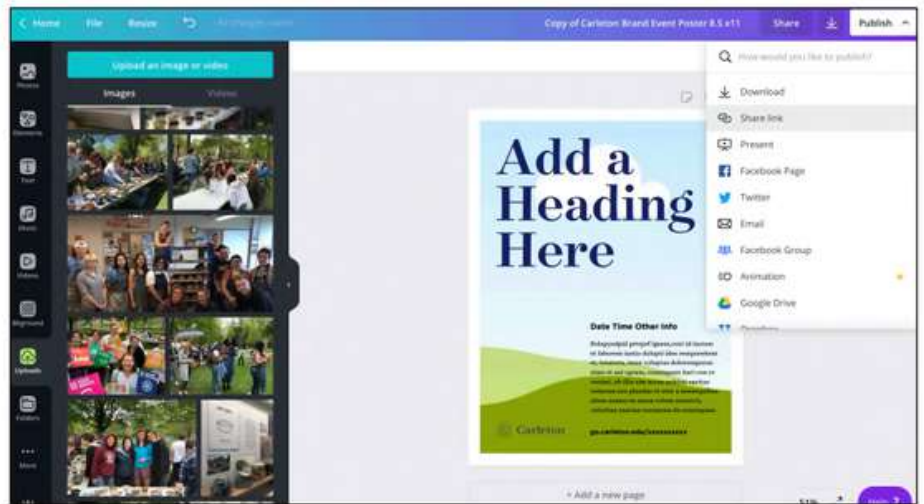


2. Share on social media:

Click the arrow button on the top right of your screen and select the social media platform you would like to share your design on.



3. Share the link to your design:
Copy and share the link to your design with other people. You also have the option to allow other people to edit your work.



<https://d31kydh6n6r5j5.cloudfront.net/uploads/sites/158/2020/06/Canva-Userguide.pdf>

Indications or suggestions for the trainers (if any)

According to the needs of the participants, you should deepen only some functions of Canva, and just introduce others.

3 – Complex ICT Tools (Italy)

ICE – BREAKING ACTIVITY “I’M A ICT TOOL”

Category	Practical
Timeframe	20 mins
Learning outcome	This ice-breaking activity aims to make participants understand each other's views on some of the project's topics, while helping them get to know each other's interests and values.



Materials	Black board, post it, pens or markers
Procedure	20 mins
	<p>Each participant is given post-its and a marker/pen. The trainer launches a thematic input in line with the project's module. For example, he/she can ask participants to describe themselves by comparing himself/herself to a digital device/software/platform/ which is linked to the Complex ICT tool's category (Wordpress, SEO Language, etc.).</p> <p>The participant writes the tool that represents him/her on the post-it and then sticks it on the board. In sticking it to the board, he/she gives a brief explanation of why he/she believes he or she resembles that device or ICT Tool. In this way, some participants may find that they describe themselves in the same way, having therefore things, characteristics, interests in common.</p> <p>The idea behind this icebreaker is, indeed, to break down initial barriers and strengthen the relationships among participants. In addition, it could be a useful activity to understand the relation that participants have with platforms and technologies.</p>
Indications or suggestions for the trainers (if any)	<p>The trainer could keep post-its and take notes on how participants describe themselves for later activities.</p> <p>At the end of the activity the trainer will form 3/4 different groups based on the choices made by the participants: ICT tools similar go together (social media manager tools together, writing and organization ICT tools together, creative ICT tools such as Canva together, photography and video tools together, etc.). This will be functional to the next activity.</p>



TEAM BUILDING ACTIVITY “DESERT ISLAND”

Category	Team Building
Timeframe	35 mins
Learning outcome	This game focuses on the improvement of communication and negotiation skills. Through this activity, the participants will be able to show their knowledge of the digital issues and, at the same time, improve the team spirit.
Materials	Black Board, Pencil, Post-it, Markers
Procedure	<p>Based on different groups formed on the previous activity, participants will take part to a survival game. The trainer will introduce the background story: the plane crashed on a desert island, from whose impact each team managed to save, nonetheless, a laptop, on which are present the main ICT tools.</p> <p>Setting a timer of 10 minutes, trainer will ask each team to choose 4 ICT tools/skills/competences (that have no obvious utility in this situation), among a standard set of 10 different provided by the trainer, that they think would be most useful in their survival. When the time is up, have each team explain in 2/3 minutes why they chose those tools and how they intend to use them.</p> <p>The 10 different ICT tools/skills/competences provided might be:</p> <ol style="list-style-type: none"> 1.Social network managing skills 2.Awareness of the most recent world’s trend thanks to the knowledge of Google Analytics 3.Mastering of the writing program Word 4.Ability in daily schedule by using Excel 5.Ability in easily find information while surfing the web 6.Being able to produce effective presentation using PowerPoint



Procedure	<p>7.Creative skills by an extensive use of Canva 8.Knowledge of image branding by using WordPress 9.Skills in effectively delivering distance learning 10. Creativity from the use of gamification at work</p>
Indications or suggestions for the trainers (if any)	<p>At the end, the trainer may want to end the activity right there, deciding therefore to give to the game a specific focus on intra-teams' relationship strengthening up, or finalize it by the whole participants group finding an agreement in identifying all together the best 4 final ones, opting consequently, as the output of the game, for an inside-the-whole-group team spirit building.</p>

WORKSHOP ACTIVITY - "COMPLEX ICT TOOLS: HOW TO INTEGRATE THEM INTO THE LEARNING PROCESS AND IN THE EDUCATION SYSTEM"

Category	Workshop
Timeframe	60 minutes (20 minutes desk research + 20 minutes presentation + 20 minutes final discussion)
Learning outcome	To think about benefits and possible difficulties of using digital devices in the learning process. This leads to reflect on the best way to introduce technology into the teaching method.
Materials	Black Board, Pencil, Sheets of paper, Markers
Procedure	In continuity with the previous exercise, the same groups will have to conduct a desk research on the 4 ICT tools' set chosen in the Desert Island activity by one of the other groups. Therefore, each group will have to do desk research on ICT tools they hadn't work on previously.



Each group will have 20 minutes to identify the benefits of using the assigned digital tools, together with the most functional ways of integrating those tools into the educational context.

How to implement them?

What are they so functional for?

What could be the difficulties in using them?

The second phase of the workshop each group will present the results obtained in 5 minutes per group, for a total of 20/25 minutes.

During the third phase, the trainer will facilitate a final debate in which the participants will be able to discuss their experiences in the use and fruition of digital tools. He will stimulate discussion with questions such as:

1. Have you ever used for school's tasks one of the complex ICT tools mentioned?
2. How to improve the use of these technology at school?
3. Do you think there are any problematic aspect to take into account?
4. How would using this tool change your current practice?

Indications or suggestions for the trainers (if any)



ADVANCED

4 – Developing Digital Content (Lithuania)

ICE – BREAKING ACTIVITY “TYPICAL SNACKS”

Category	Practical
Timeframe	20 mins
Learning outcome	The aim of the activity is to get the participants to know each other both personally and professionally. It is also very important to emphasize that everyone should know each other's expectations and aspirations.
Materials	Plates, gummies, notepads, pens
Procedure	A plate with unusually shaped gummies is placed on each table. Participants are asked to place one or two treats on their plate and carefully examine their shape, texture, taste, etc. Then each participant writes down 8-10 adjectives describing the chosen candy. When everyone has done this, each person chooses one of the words written down that best describes him/herself. Then everyone takes turns telling the group the adjective they have chosen explaining why.
Indications or suggestions for the trainers (if any)	This method is used to better understand the emotional state and character of the participant.

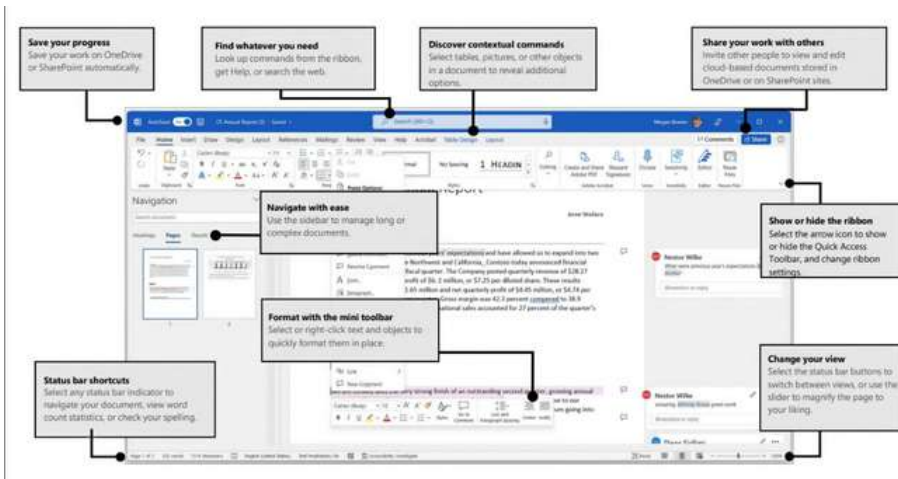


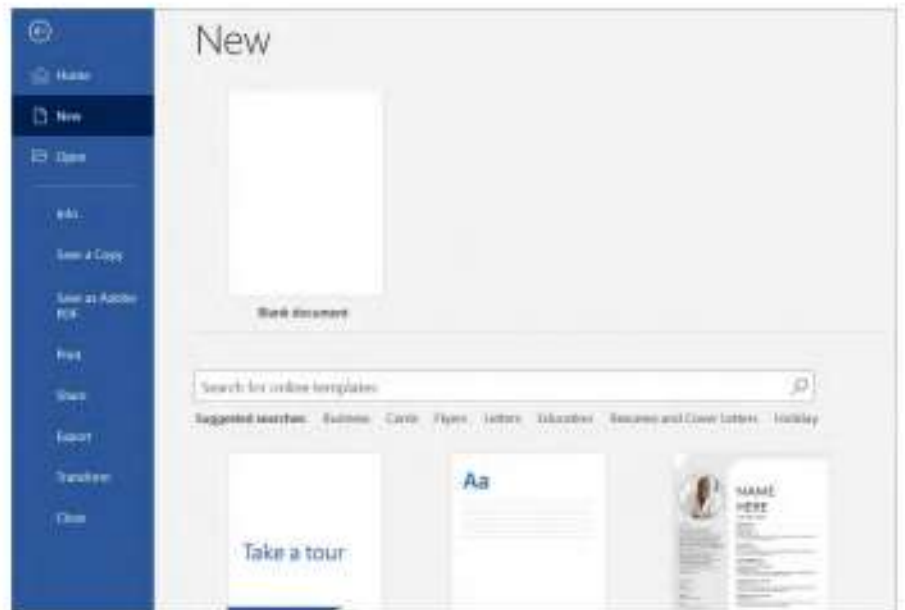
TEAM BUILDING ACTIVITY “BLIND ALPHABET”

Category	Practical
Timeframe	20 mins
Learning outcome	<p>The aim of the activity is to motivate teamwork and recognize leaders. In this exercise. In this exercise, participants develop the ability to connect and cooperate with a group in difficult conditions. The following key points emerge: group work in difficult conditions, communication and dynamics of group leaders.</p>
Materials	Scarves, a rope
Procedure	<p>Group members are blindfolded and hold the rope with both hands. The leader tells the group the letter or figure that the group members must create using the rope. They need to decide for themselves when the task is done. The exercise will be repeated several times, showing different letters or figures to the group.</p>
Indications or suggestions for the trainers (if any)	<p>A suitable discussion after the task:</p> <ol style="list-style-type: none">1. Was this task easy to complete? Why?2. How did you overcome your blindness?3. Who (what leaders) emerged during the task?4. What did the assignment help you understand?



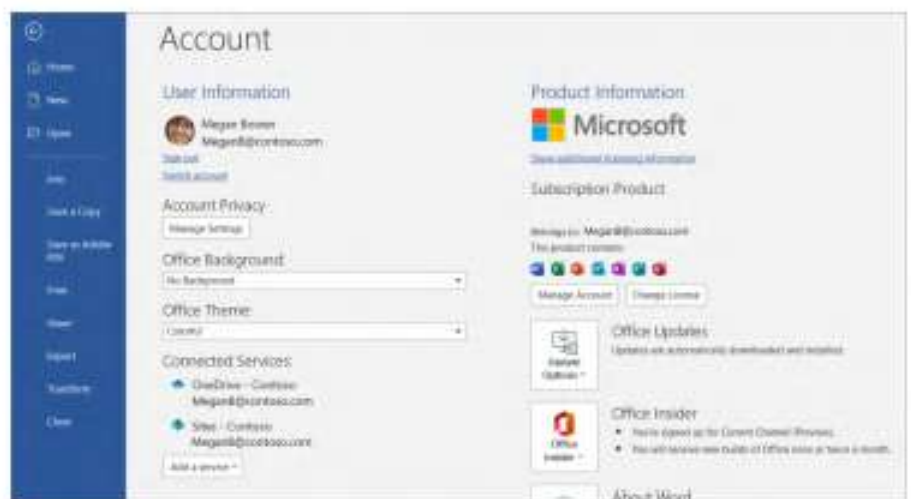
WORKSHOP ACTIVITY - "OFFICE365"

Category	Workshop
Timeframe	3 hours
Learning outcome	Participants will learn how to use Word, Excel and PowerPoint online, learn how to share documents, find them from other devices, and save them in the cloud.
Materials	Internet, https://www.office.com – accounts
Procedure	<p>Word</p>  <p>Create something</p> <p>Begin with a Blank document to get right to work. Or start with a template to save yourself time and steps. Just select File > New, and then select or search for the template you want</p>



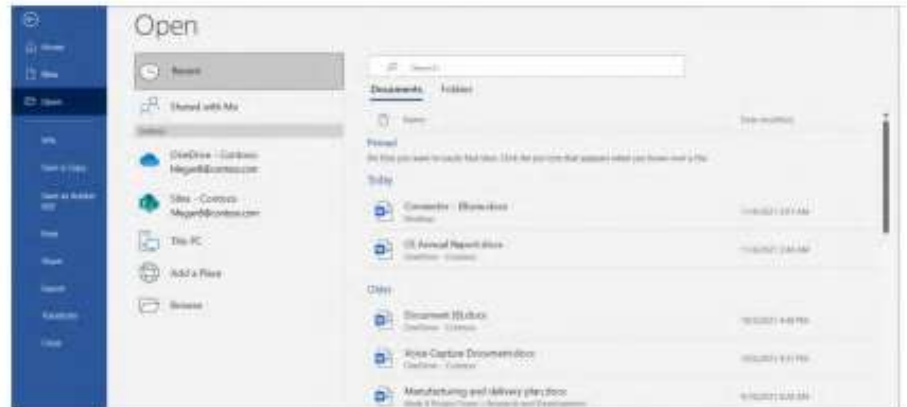
Access files anywhere

Need to work on the go and across different devices? Click File > Account to sign in with your Microsoft account and access your recently used files anywhere, on any device, through seamless integration between Office, OneDrive, OneDrive for Business, and SharePoint.



Find recent files

Whether you only work with files stored on your PC's local hard drive or you store files in multiple shared locations, selecting File > Open takes you to your recently used documents and any files that you may have pinned to your list.



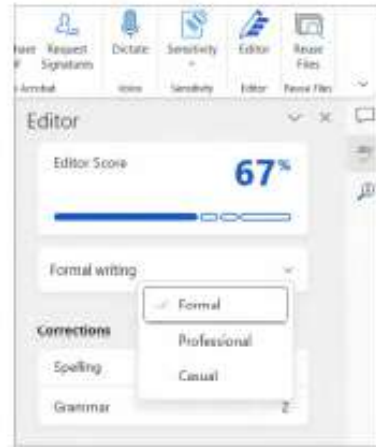
Discover related options

When you select objects in your document, options related to your selection will appear. For example, selecting a table displays the Table Design and Layout tabs, which offer additional options.



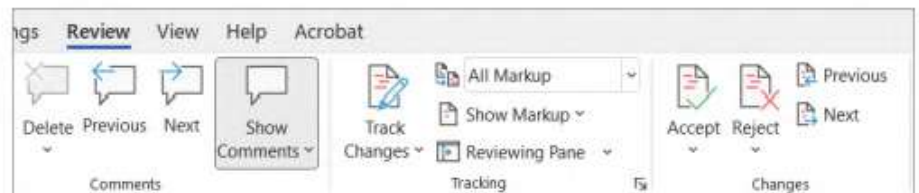
Get writing suggestions

With Editor, bring out your best writing. Editor helps you bring out your best writing by giving you intelligent writing suggestions. It also calculates an Editor Score based on the number and types of suggestions you have yet to address. Select an underlined word or phrase to accept or ignore a suggestion.



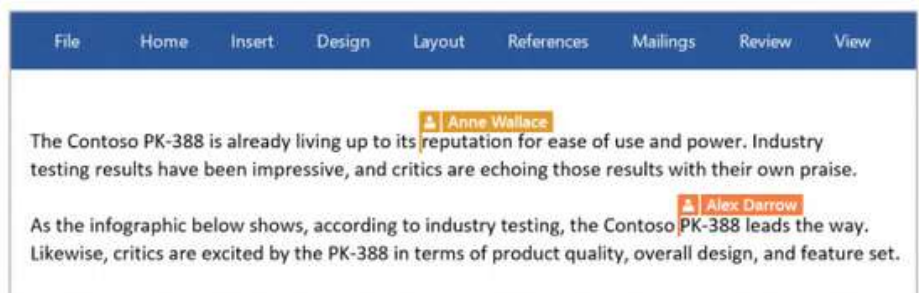
Review and track changes

Whether you just want to check spelling, keep your word count in check, or fully collaborate with other people, the Review tab has essential commands to track, discuss, and manage all of the changes made to your documents.



View who else is typing

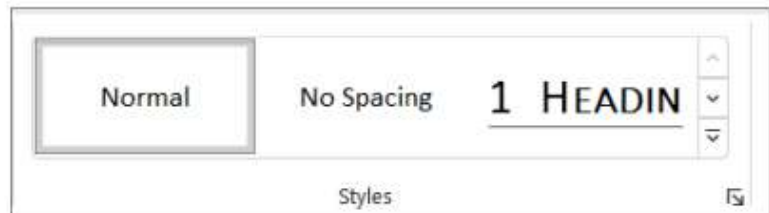
Co-authoring Word documents that are shared on OneDrive or on a SharePoint site happens in real-time, which means you can easily view where other authors are making changes in the same document that you're currently working in.





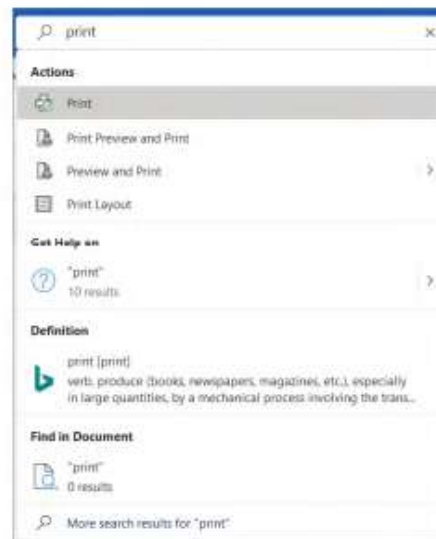
Format with styles

Styles lets you create, apply, and review the formatting styles in your current document. To open it, select the Home tab, and then select the small arrow in the lower right corner of the Styles gallery



Find whatever you need

Type a keyword or phrase into the Search box to quickly find the Word features and ribbon commands you're looking for, to discover Help content, or to get more information online.

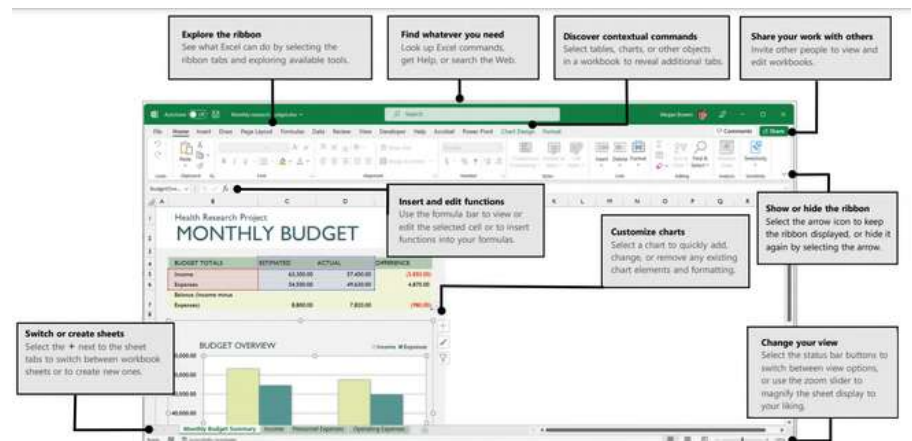


Share your work with others

To invite others to view or edit your documents, select the Share button in the top right corner of the app window. Then, you can choose to share a link to your document or send invitations directly to specific people. If someone doesn't have Word, they can use the free Word for the Web app to edit and comment.

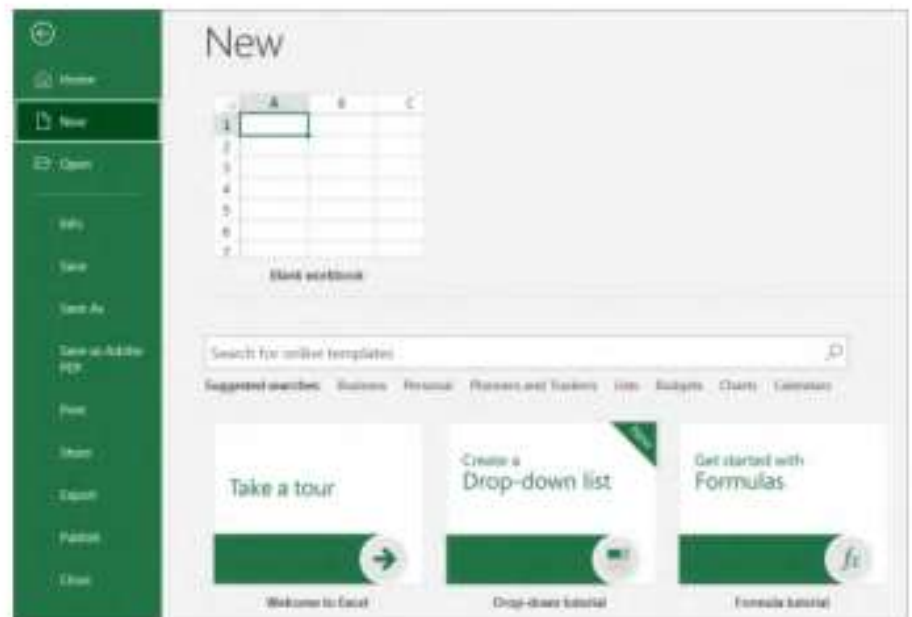


Excel



Create something

Select File > New, and then select or search for the template you want. Begin with a Blank workbook to get right to work. Or save yourself time by selecting and then customizing a template that resembles what you need.



Stay connected

Need to work on the go and across different devices? Select File > Account to sign in and access your recently used files anywhere, on any device, through seamless integration between Office, OneDrive, and SharePoint.



Find recent files

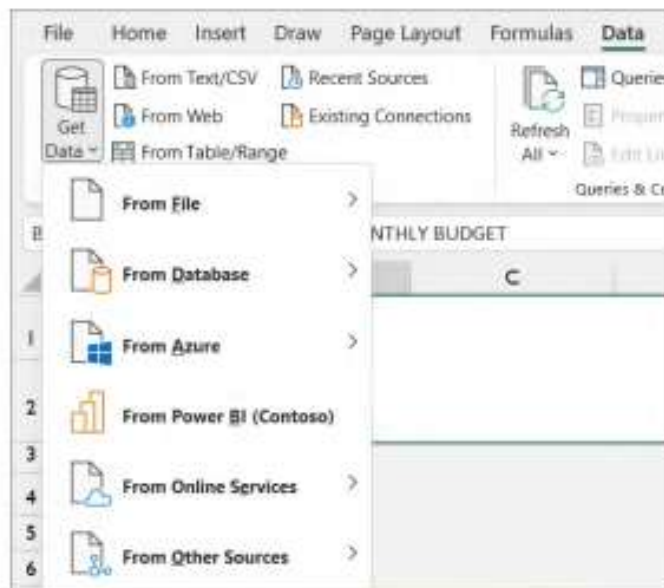
Whether you only work with files stored on your PC's local hard drive or you roam across various cloud services, selecting File > Open takes you to your recently used workbooks and any files that you may have pinned to your list.



Import data from anywhere

You can import data into Excel from a wide variety of data sources.

Select **Data** > **Get Data** and choose where you would like to import data from.



Share your work with others

To invite others to view or edit your workbooks, select the **Share** button in the top right corner. Then, you can share a link or send invitations directly to specific people. If someone doesn't have Excel, they can use the free Excel for the Web app to edit and comment.



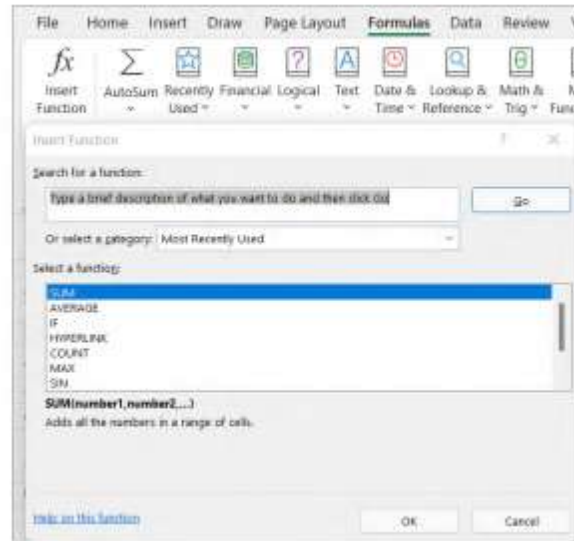
Manage data with Excel tables

You can choose to format any range of cells in your current workbook as an Excel table letting you analyze and manage a group of related data independently from the other rows and columns in your workbook.

PERSONNEL EXPENSES	ESTIMATED	ACTUAL	DIFFERENCE
Wages	9,500.00	9,600.00	(100.00)
Employee benefits	4,000.00	0.00	4,000.00
Commission	5,000.00	4,500.00	500.00
Total Personnel Expenses	18,500.00	14,100.00	4,400.00

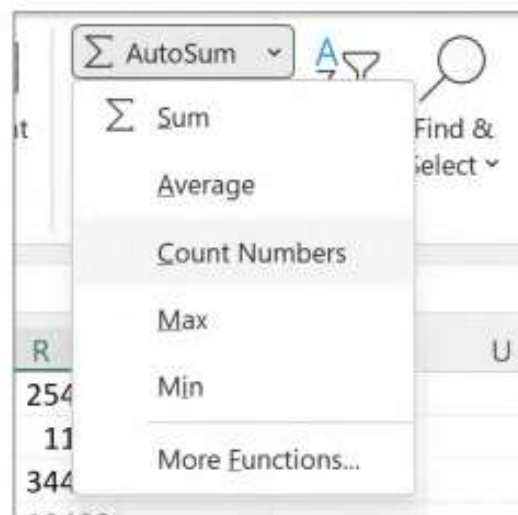
Insert functions

On the Formulas tab, select Insert Function to search for and insert functions, look up the correct syntax, and even get in-depth Help about how your selected functions work.



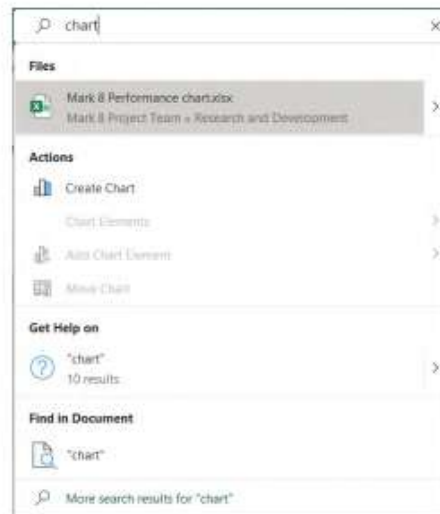
Calculate with a click

Do quick math like Average, Sum, and more in a single step with AutoSum. From the Home tab, simply select cells with numbers and choose how you'd like to calculate them.



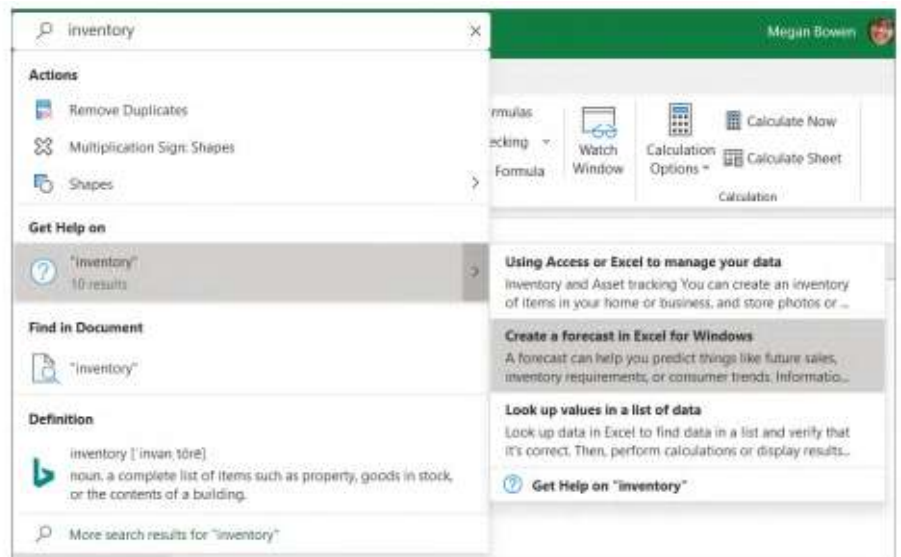
Find whatever you need

Type a keyword or phrase into the Search box to quickly find the Excel features and commands you're looking for, to discover Help content, or to get more information online.



Ask questions about your data

With Analyze Data, Excel empowers you to understand your data through natural language queries that allow you to ask questions about your data without having to write complicated formulas.



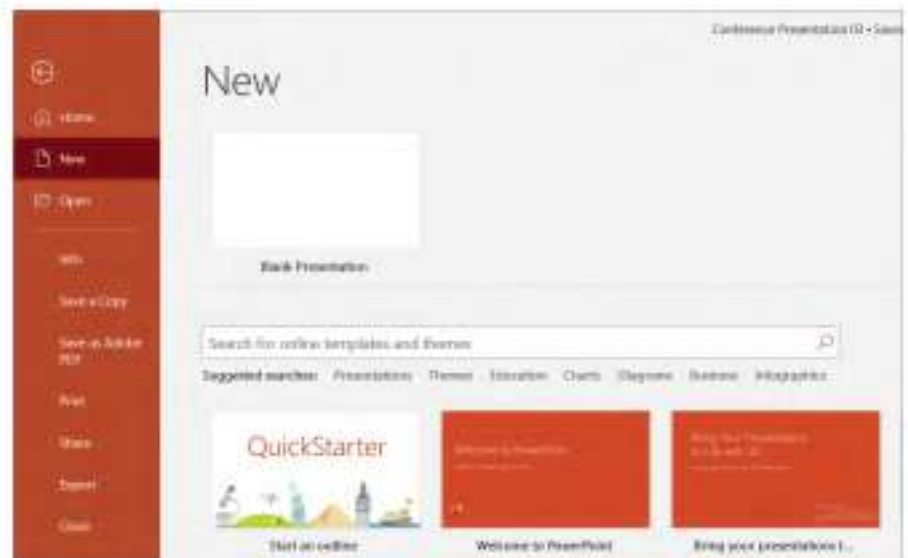


Powerpoint



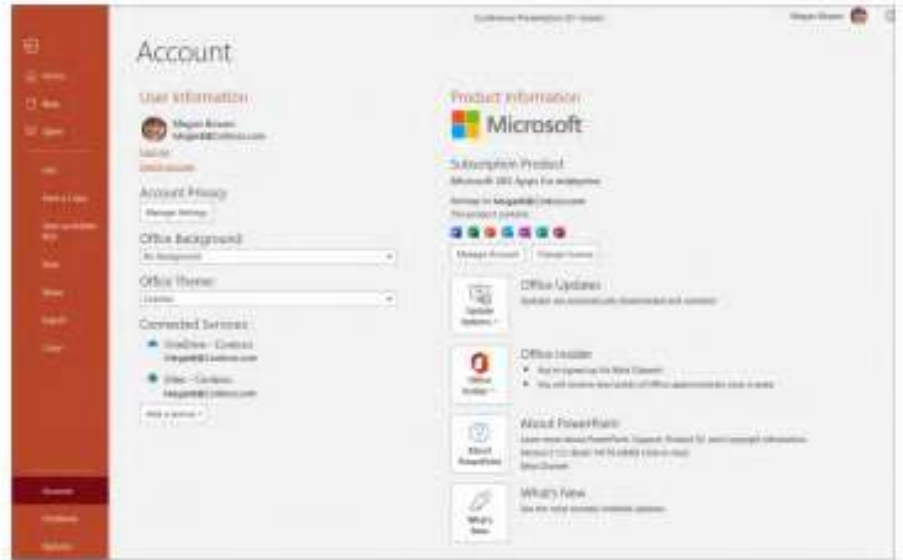
Create something

Begin with a Blank Presentation to get right to work. Or save yourself time by selecting a theme or template that resembles what you need. Select File > New, and then select or search for the theme or template you want.



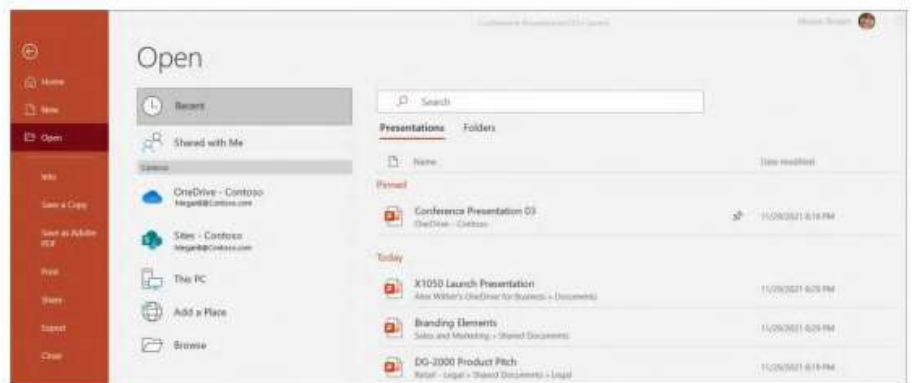
Stay connected

Need to work on the go and across different devices? Select File > Account to sign in and access your recently used files anywhere, on any device, through seamless integration between Office, OneDrive, and SharePoint.



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Share your work with others

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Your personal designer

If you're a Microsoft 365 subscriber, let PowerPoint create great-looking slides for you based on the content you've added. Select Design > Design Ideas and then select your preferred layout in the Design Ideas task pane. Designer detects pictures, charts, or tables on a slide and gives you several suggestions to pick.



Add captions or subtitles

Transcribe your words as you present and display them on-screen as captions in the same language you are speaking, or as subtitles translated to another language. On the Slide Show ribbon tab, select Subtitle Settings to see languages you can use.



Add visual effects

Animation and transitions can help make a PowerPoint presentation more dynamic. Select the Transitions tab and select a type. On the Animations tab, select an effect from the gallery. Select the More arrow to see more options. To see what they look like when completed, select Preview. If you want to customize the effect, select the Effect Options button on the tab.



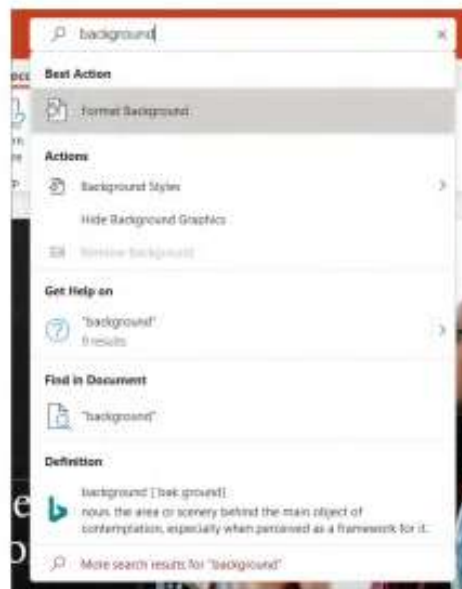
Format shapes with precision

Precisely format a selected picture, shape, icon, or object with the comprehensive tools available in the Format Shape task pane. To display it, right-click the picture, shape, or object, and select Format Shape.



Find whatever you need

Type a keyword or phrase into the Search box on the ribbon to quickly find the PowerPoint features and commands you're looking for, to discover Help content, or to get more information online.



Record videos with ease

Record your PowerPoint presentation, or just a single slide. Capture voice, ink gestures, and your video presence straight from within PowerPoint. Just select the Record button to start.

You can play it for your audience in Slide Show or you can export it as a video file.



file:///C:/Users/vidba/Downloads/Word%20QS%20(2).pdf

file:///C:/Users/vidba/Downloads/Excel%20QS%20(2).pdf

file:///C:/Users/vidba/Downloads/PowerPoint%20QS%20(1).pdf

Indications or suggestions for the trainers (if any)

During the training, pay the most attention to one of these programs (according to the needs of the group), and introduce the others a little.



5 – Integrating and Re-Elaborating Digital Content (Romania)

ICE – BREAKING ACTIVITY

Category	Ice-breaking
Timeframe	30 mins
Learning outcome	This initial energising activity has the aim of conveying the role of of community, to build a "network" of connection between people and encouraging initiative
Materials	A ball of string
Procedure	<p>Throw the skein like a ball from one person to another in the circle, as you choose. Everyone must hold the thread in their hand after the ball leaves their place. The ball must reach everyone and everyone must hold the thread in their hands. After everyone will be thus in a tight "network", start throwing again following the same path, multiplying and consolidating the network. After you have done that, you can use this pose by doing various movements, exercises accompanied by reflections. Encourage the others to make reflections as well.</p> <p>Examples of reflections:</p> <ul style="list-style-type: none"> - Shake each one, one by one, from the threads you hold in your hand and wait for someone to answer you in the same way. Did everyone get an answer? - Weaken the bonds. The network is weak if the links are weak. - Stretch the strings. Facilitates communication. - What happens if someone lets go of the string? The voltage drop is equivalent to a gap, the lack of feed-back. Communication failure without response...



	<ul style="list-style-type: none">- Make a parallel with a community, a group, emphasize the importance of links, feed-back in a community for its success. Ask them for examples.- Help them to realise that they need to improve their communication in the group and in other groups they belong to, family, friends, a project. So that they can rely on each other and not have problems when they need each other.
Indications or suggestions for the trainers (if any)	<p>Be creative and encourage them to be creative too!</p> <p>What other movements can be done? (in the position you are in). What do they mean? Give them a meaning in the context of communication, community</p>



TEAM BUILDING ACTIVITY

Category	Team Building
Timeframe	90 minutes
Learning outcome	<p>Knowing and understanding the main ways of transmitting and integrating digital content in the learning process;</p> <p>Development of practical skills for integration and re-elaboration of digital content;</p> <p>Strengthening team spirit and social communication skills;</p>
Materials	Wheel of Fortune (Annex 1), pen/pencil, laptops, video projector
Procedure	<p>The activity involves a trainer and 20 trainees (teachers of various specialties).</p> <p>First part – Wheel of Fortune (30 minutes)</p> <p>A wheel of fortune (a cardboard floor that will include various applications) will be placed on the wall, and an arrow will be installed on the right side. Each participant will spin the wheel, and when it stops the participant must present the application next to the arrow. If it doesn't know it, it will spin the wheel again until it gets to an app it does know. After its presentation, the application will be removed or cut. It will continue with the other participants, until the applications known to the participants are exhausted.</p> <p>Second part – team task (60 minutes)</p> <p>The participants are divided into four groups. Each group had a requirement to solve: the creation of a digital content with the main theme of The importance of digitization in education.</p>



	<p>Each group will use an application to create digital content: group 1-Youtube; group 2-Prezi; group 3-Mentimeter; group 4-Canva.</p> <p>Each group will have 40 minutes to create the digital content;</p> <p>Each group will present the results to the others, in no more than 5 minutes.</p>
<p>Indications or suggestions for the trainers (if any)</p>	<p>For both Wheel of Fortune and the team task, any other applications can be chosen.</p>

WORKSHOP ACTIVITY

<p>Category</p>	<p>Workshop</p>
<p>Timeframe</p>	<p>4 hours</p>
<p>Learning outcome</p>	<p>Developing skills to integrate and re-elaborate digital content in a blog and through the Nearpod app</p>
<p>Materials</p>	<p>Laptops, Internet connection</p>
<p>Procedure</p>	<p>Part one - Integrating digital content into a blog (2 hours)</p> <p>About WIX</p> <p>Wix is an online creation platform that makes it easy and intuitive to build your own website. Here's how:</p> <ul style="list-style-type: none"> • Wix's smooth drag and drop technology means you can design the site you want without having to write a single line of code. • Wix handles web hosting and SSL certificates, which makes it simple to get your site up and running.



- Wix has advanced features but is user-friendly even for those with no prior knowledge of web creation.
- Wix gives you the option to build from scratch or you can answer a few simple questions and let Wix's AI create a custom website for you.
- Wix offers a diverse range of website templates that are strategically researched and tailored by industry so you can get your business or professional website online quickly.
- Each page element has customization options that appear at the click of a button.
- Whether you're in the Wix Editor or your site's own personal dashboard, the Wix Help button is always close by.
- Wix has a quick and simple signup process. Just register with your email address, Facebook account or Google credentials—and start right away for free.

How to make a blog using Wix

- Step - 1: Sign up and create a free account
- Step - 2: Get a website made for you or pick a template
- Step - 3: Make changes with the website editor
- Step - 4: Add functionality with apps
- Step - 5: Choose a site design
- Step - 6: Choose and connect a domain name
- Step - 7: Optimize and customize your website
- Step - 8: Publish your website to make it live

Step - 1: Sign up and create a free account

To sign up, you need to follow three short steps:

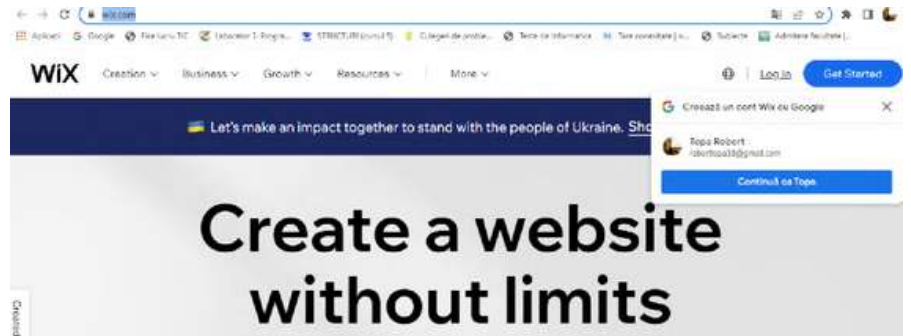
To sign up, you need to follow three short steps:

➤ Go to [Wix.com](https://www.wix.com).

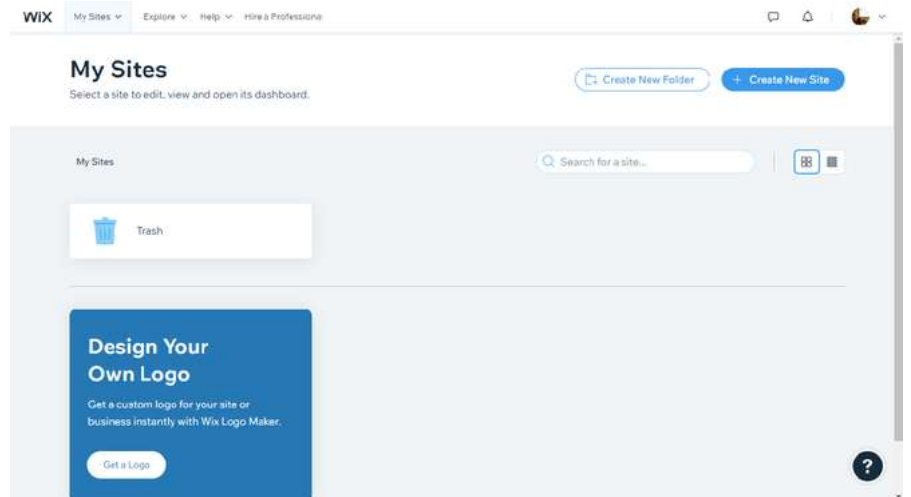
➤ Find the big "Sign Up" button and click on it.

➤ Enter your email address and choose a password.

Wix will not ask for credit card details or annoy you with dozens of fields to fill up. It's in their interest to provide you with a fast sign up process, and you can literally be done in under a minute.

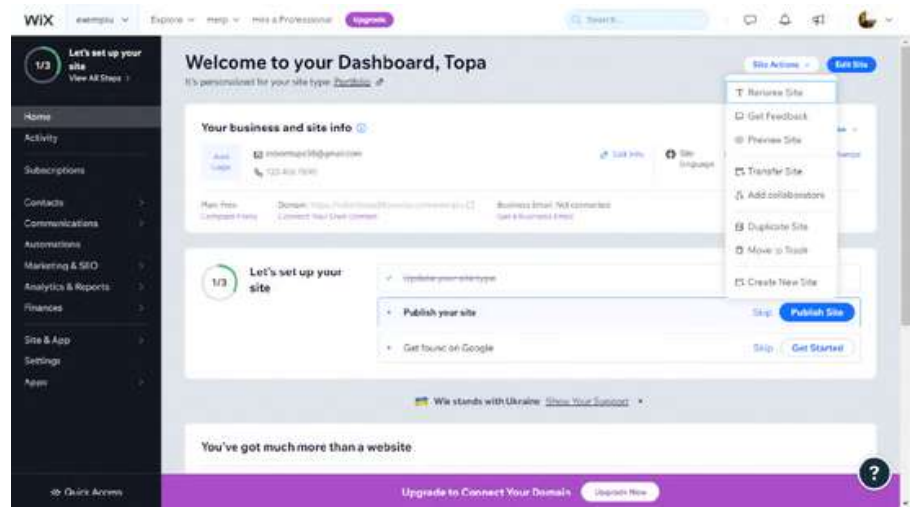


Step – 2: Get a website made for you or pick a template

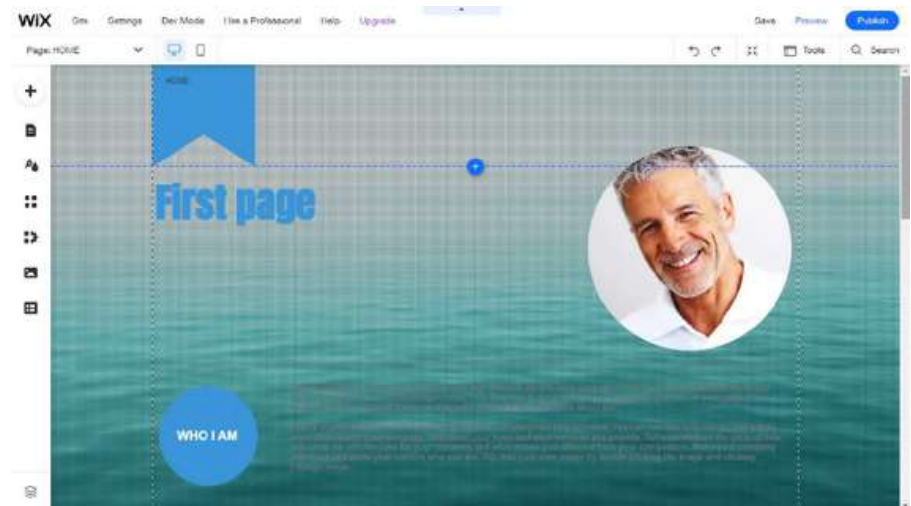


Step – 3: Make changes with the website editor

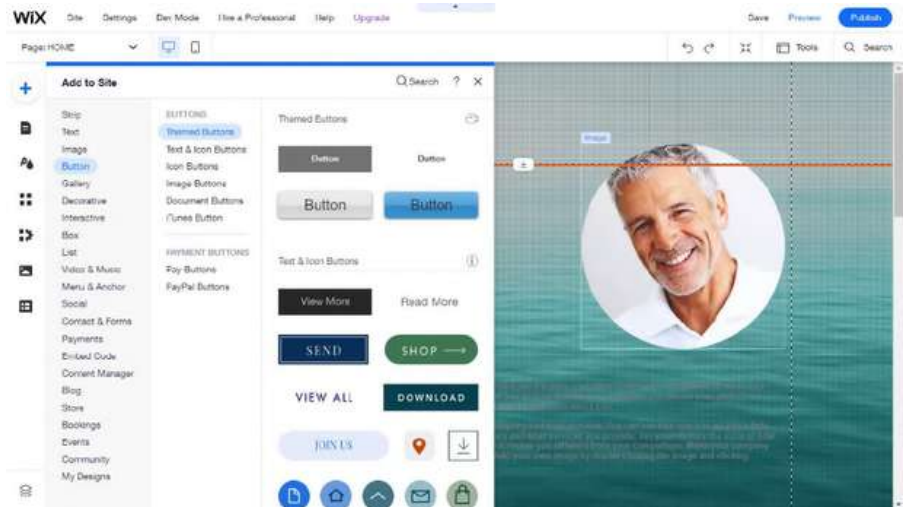
Making changes with Wix ADI is possible, but the editor is quite limiting. All you will get is the option of selecting the elements and changing to a few predefined options. On the other hand, modifying a template is fun, and it allows you to be in charge of every part of your website. You can create new pages and arrange them on a menu that displays to your visitors. Whether you decide to have a background color, add an image, or even play a video, the options are all available to you. No matter what kind of template you choose, you can add dozens of elements and transform your entire blog into a custom project.



Click on Edit site

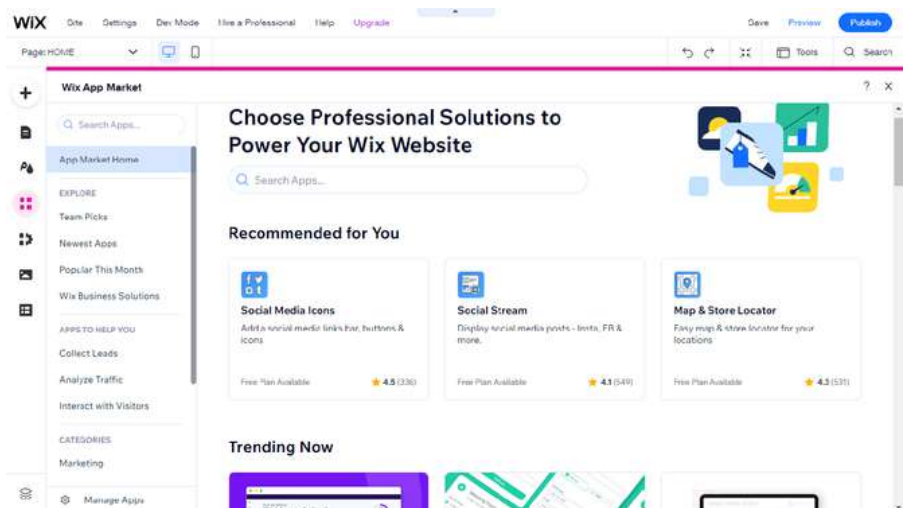


However, when it comes to blogging, the most interesting settings are those that allow you to design & manage your blog section. If you click on the blogging section from the editor, you will be able to control how the blog appears on your site. Show featured posts only, hide author names, remove author images, decide if you need the publishing date, reading time, views counts, comments, or likes. You can even handle layout changes with a single click. Don't worry, changing colors and paragraph styles is also possible, as well as modifying borders, backgrounds, and the feed. There are more than enough options for you to play with, so the only limit is your imagination.

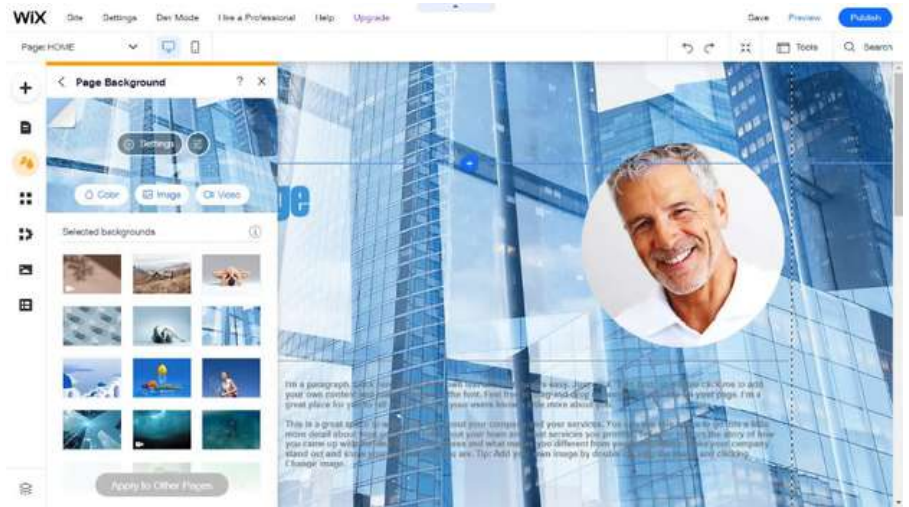


Step – 4: Add functionality with apps

Although Wix comes with a plethora of options, there are always users who will need more. If you're one of them, Wix App Market is for you. Simply search for "blog," and Wix will show you more than a dozen apps you may want to install. These apps will introduce new elements to your blog, so you can create a different site altogether, add a search feature, different commenting system, push notifications, social media stream, and so on.



Step – 5: Choose a site design



Step - 6: Choose and connect a domain name

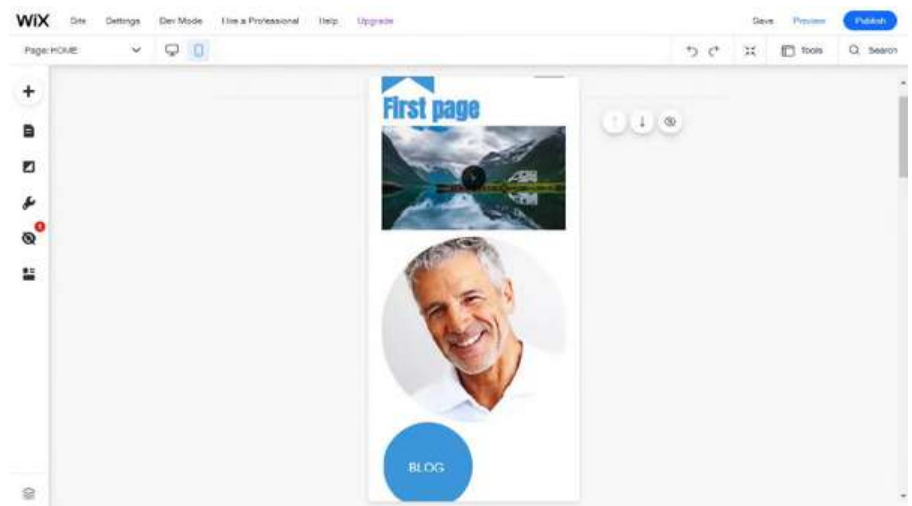
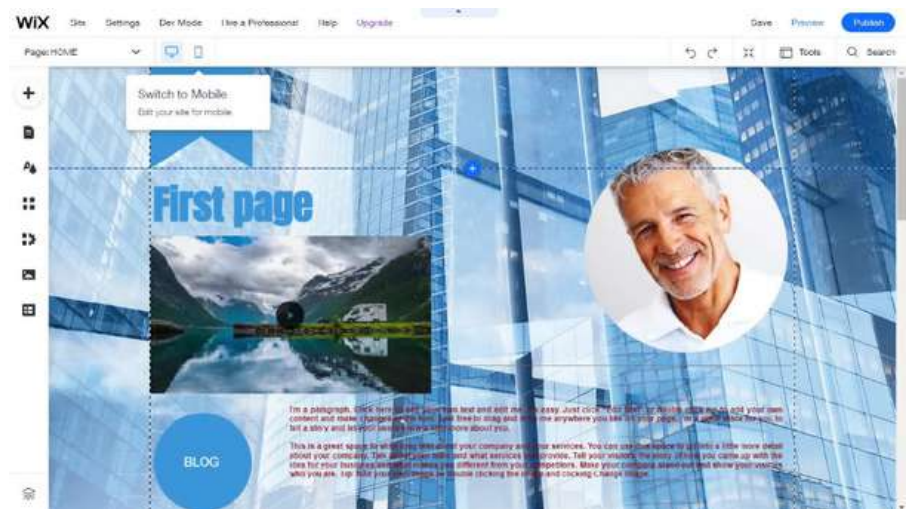
When using a free account, Wix will let you use their subdomain for free. That means you can have the name of your blog displayed in front of Wix's domain. For example, you can have a domain like myblog.wix.com, or actually anything.wix.com, as long as the title is available (not used by anyone else on the platform). This option is a fantastic feature you can use for free while starting up, but as soon as your blog starts generating an audience, you will want to connect to a custom domain. To do this, you will need to start paying for one of the premium plans and connect an existing domain or purchase a new one. No matter what you decide to do, Wix will guide you through each step of the way, and you will be able to complete the task without hiring experts.

Step - 7: Optimize and customize your website

Just a few years ago, blogs were something people read exclusively from their desktop and laptop devices. But today, your blog has to be available for mobile users as well. With Wix, you can easily modify and optimize your site for mobile visitors. If you're in a rush or simply not into editing the site in the minute detail, click on the smartphone icon at the top of the screen, and view the "Page Layout Optimizer".



When you click on the button, Wix will automatically optimize your site for mobiles, and you will be good to go. If you want more control over this, you can use the menu from the screen's left-hand side to modify menus, pages, and background specifically for mobile devices. These changes will not affect your desktop version of the site.

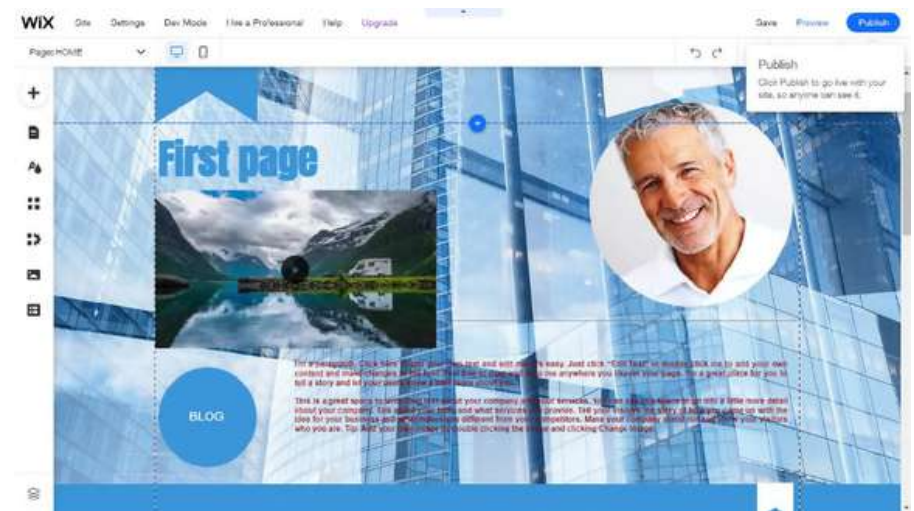


Step - 8: Publish your website to make it live

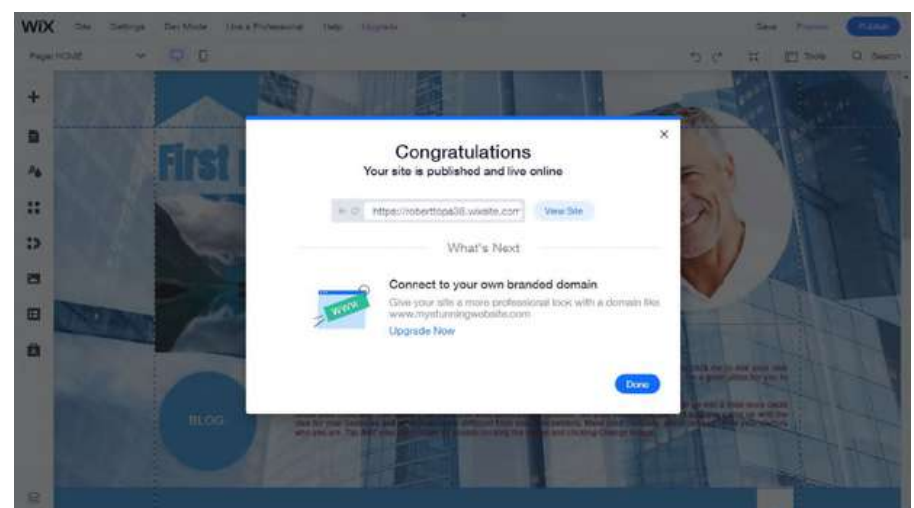
Once you're done modifying the site, and optimizing it for mobile users and search engines, you should be ready for publishing. This is the last step before the entire world gets to see your blog. While you're still in the main editor, look at your browser's top-right corner, where you should see the big blue "Publish" button.



When you click on the button, Wix will automatically optimize your site for mobiles, and you will be good to go. If you want more control over this, you can use the menu from the screen's left-hand side to modify menus, pages, and background specifically for mobile devices. These changes will not affect your desktop version of the site.



Click on it, and wait for a second. Wix will publish your website, and show you a popup window with the details.



Wix is an incredible free website builder that lets you create any kind of site you can imagine. If it's a blog you want, it can be done in less than an hour.



However, before choosing Wix exclusively for blogging, you should know that this platform is designed for creating personal and business websites. Although blogging is possible, it's quite basic and only suitable for people who don't expect much.

Bibliography

<https://www.wix.com/blog/2021/02/how-to-start-a-blog/>

<https://www.wix.com/start/blog>

<https://www.youtube.com/watch?v=TEaMKxSQLmg>

<https://www.youtube.com/watch?v=AqYcBEaCVec>

<https://www.youtube.com/watch?v=esvR6Es3Uag>

Part two - Integrating digital content into a blog (2 hours)

About NEARPOD

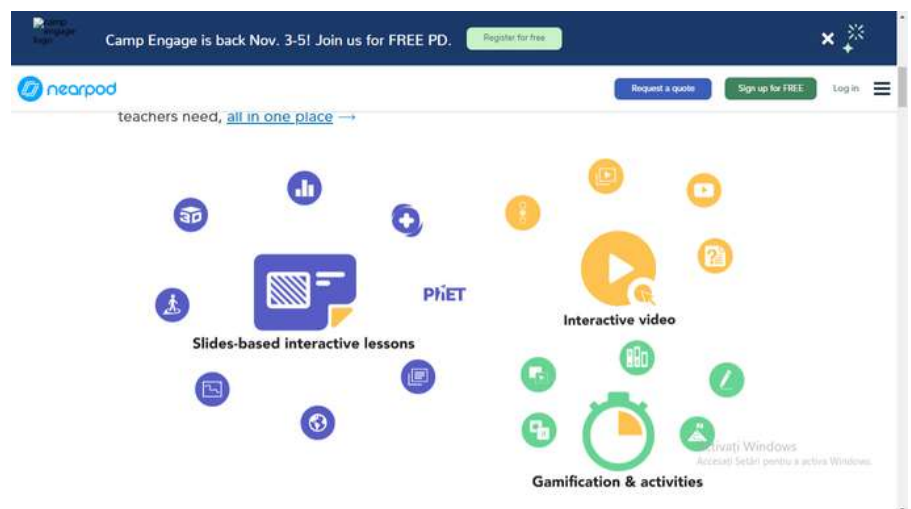
Nearpod helps educators make any lesson interactive whether in the classroom or virtual. The concept is simple. A teacher can create interactive presentations that can contain Quizzes, Polls, Videos, Collaborate Boards, and more. You can access thousands of premade lessons or upload your existing lessons and make them interactive using Nearpod in the classroom. Nearpod makes teaching easier with the interactive tools, resources, and content teachers need, all in one place.

The students can access a teacher's Live Participation presentation through a code and the teacher then moves the class through the lesson and lets students interact with the media as they go.



Teachers can also opt for Student-Paced mode, where the student controls the flow of the lesson. This mode is perfect for remote learning, hybrid learning, sub days, homework assignments, or independent work. The app is web-based and works on any device with an internet connection.

1. Go to www.nearpod.com
2. Click CREATE ACCOUNT



3. Fill out the requested information and click SUBMIT

Create a new
Nearpod account

You can also
[Login with Google](#)

First Name*
Last Name*
Email*
Username*
Password*
Confirm Password*
Institution*
Promo Code:

By submitting this form, you accept the [Nearpod Terms & Conditions](#)

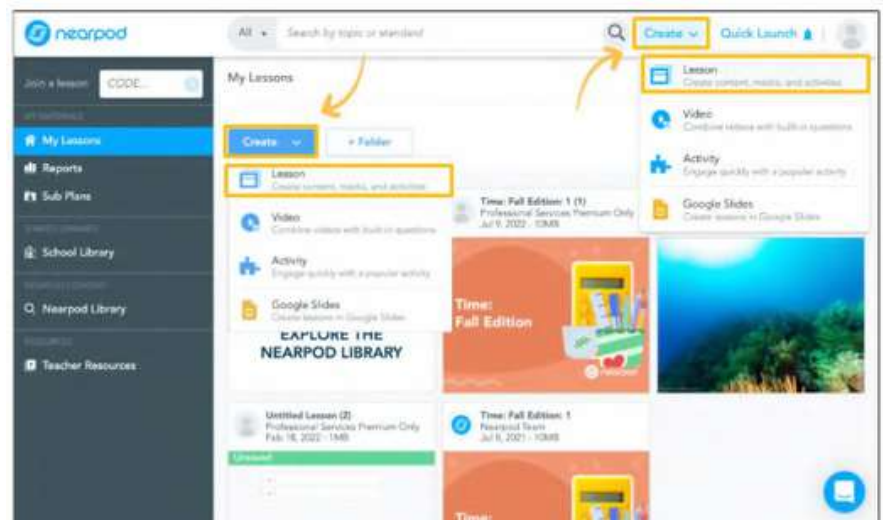
[Submit](#)

4. Sign in with e-mail address or user name and password (or login with Google) - see item 2 above



CREATE

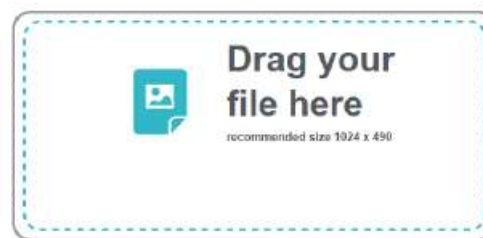
1. Click CREATE - edit and publish your presentations (under My Lessons!)
2. Click + Lesson to start a new lesson



3. Upload a PDF or PowerPoint (one page = one slide in landscape format), Keynote document needs to be converted to a PDF (also supports images and zip files)
 - > Click START FROM SCRATCH (to create) or BROWSE MY FILES (to upload)

Create a new presentation

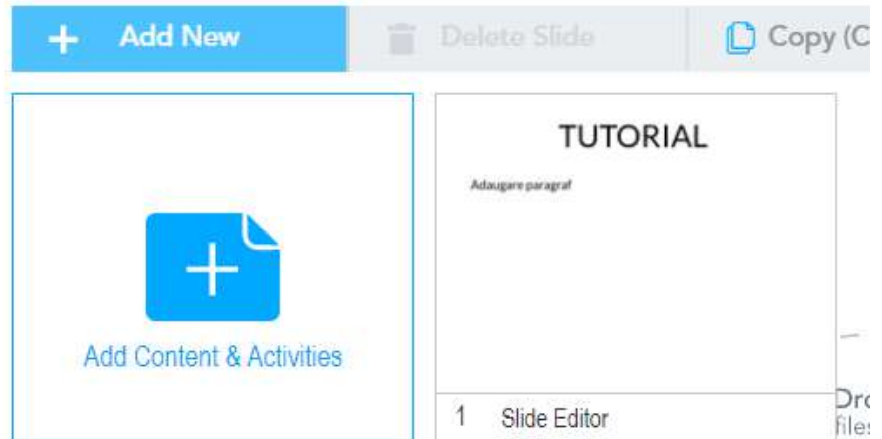
Upload a PDF or Powerpoint to get started. Nearpod supports all standard PDF formats and assumes one page = one slide. Slides are always displayed in landscape orientation. To use an existing Keynote document, you need to convert it to a PDF first. Nearpod also supports image (jpg, and png) and zip files.



4. Click the PENCIL next to UNTITLED Lesson to provide information

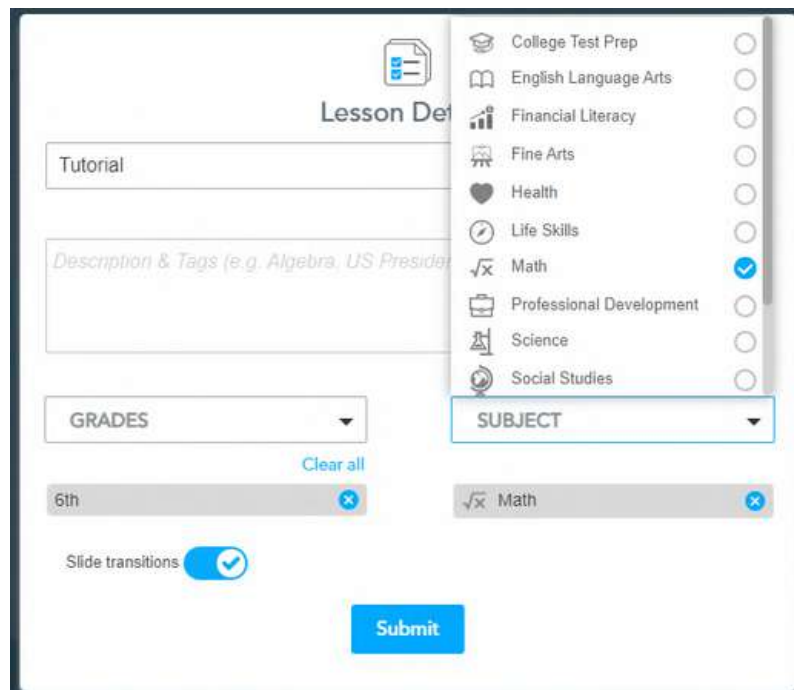


Untitled Lesson (1) Settings



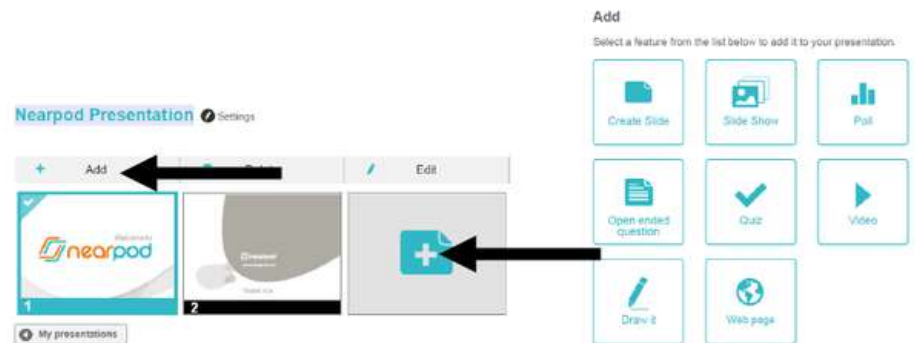
5. Click in UNTITLED PRESENTATION box to provide the presentation with a unique name, description is optional, select a language (English is default) > click SAVE

6. Title your lesson, add descriptive words, learning standards information, and select the grade and subject. Adding this information is not required, however it will make it easier for you to find this lesson next year. Press submit to save your lesson details

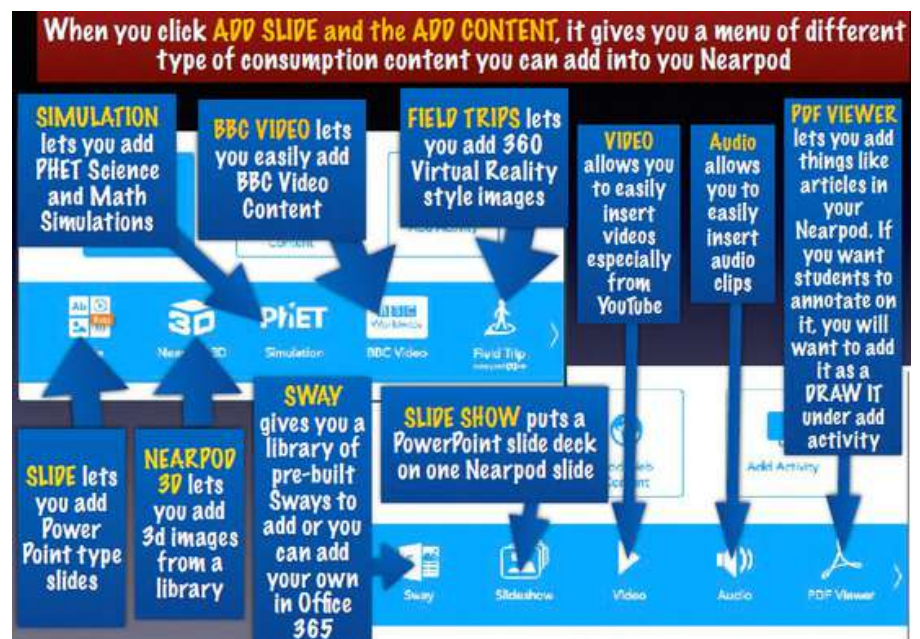


7. To edit beginning slide, click on the slide (blue border around screen and check in left top appears

8. Add Image, text, or audio from the EDIT menu



9. ADD a slide - click "+" > features include slide, slide show, poll, open ended ques



Choose from the available Content choices or the available activity choices.

For a complete list of Nearpod's media types and formative assessments along with a how-to for each feature

Interactive sequences



FOR YOU

All
Recent
Most Popular

MEDIA

Create

Interactive

ACTIVITIES

Quizzes & Games
Discussions

Search by name or category

Interactive

Video
Add questions in any video (YouTube, etc).

Web Content
Share a URL to articles, apps, and more.

BBC video
Add Science and Social Studies videos.

Nearpod 3D
Interact with 3D objects to explore.

Simulation
Interact with Math and Science simulations.

VR Fieldtrip
Take a virtual field trip around the world.

Slides

Start with a new blank slide and share information and a variety of media with students.

Key Features:

- Multiple layouts, templates, and themes
- Add text, shapes, images, GIFs, and video
- Immersive Reader and audio support

+ Add

Or Quizzes & Games

FOR YOU

All
Recent
Most Popular

MEDIA

Create

Interactive

Quizzes & Games

Discussions

Search by name or category

Quizzes & Games

Quiz
Add a multiple-choice quiz.

Draw It
Students respond with drawing, text, or images.

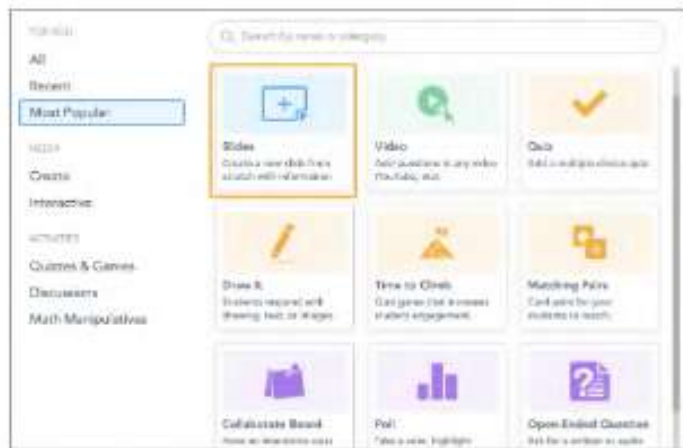
Fill in the Blank
Fill in the blank within a passage.

Memory Test
Assess memory with matching games.

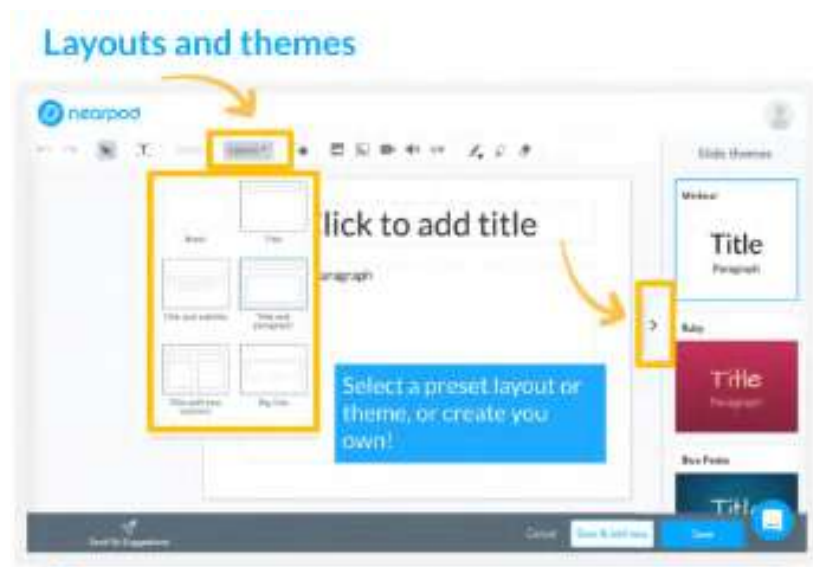
Time to Climb
Quiz game that increases student engagement.

Matching Pairs
Card pairs for your students to match.

10. TO CREATE A SLIDE (add text, images, and audio) > click SAVE when done

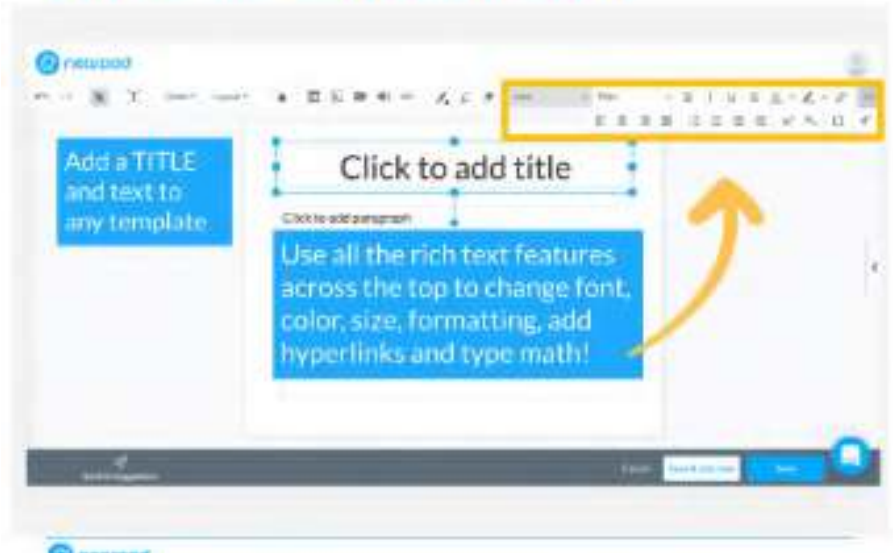


Explore all the creative options available for creating interactive slides in Nearpod. Consider the layouts and themes, use the rich text editing options and add additional media to show your creativity.

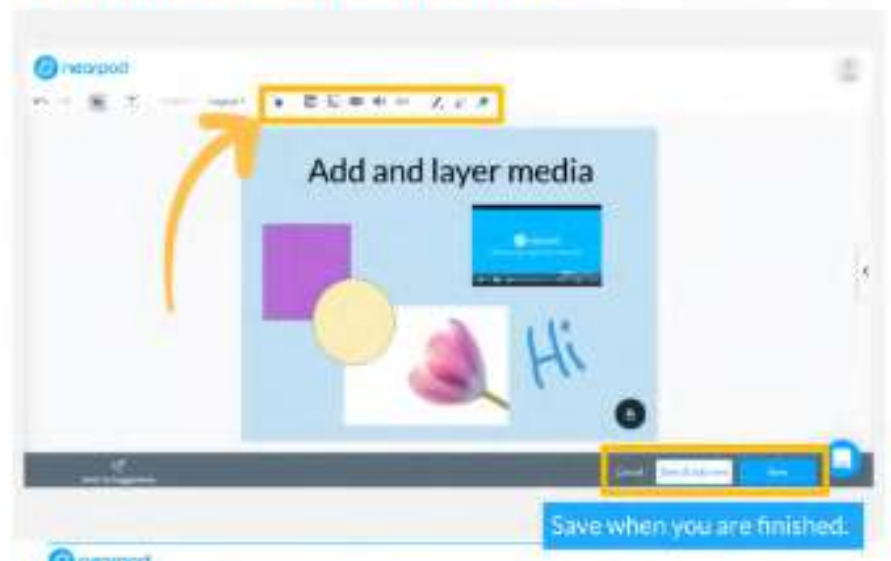




Use the embedded format options



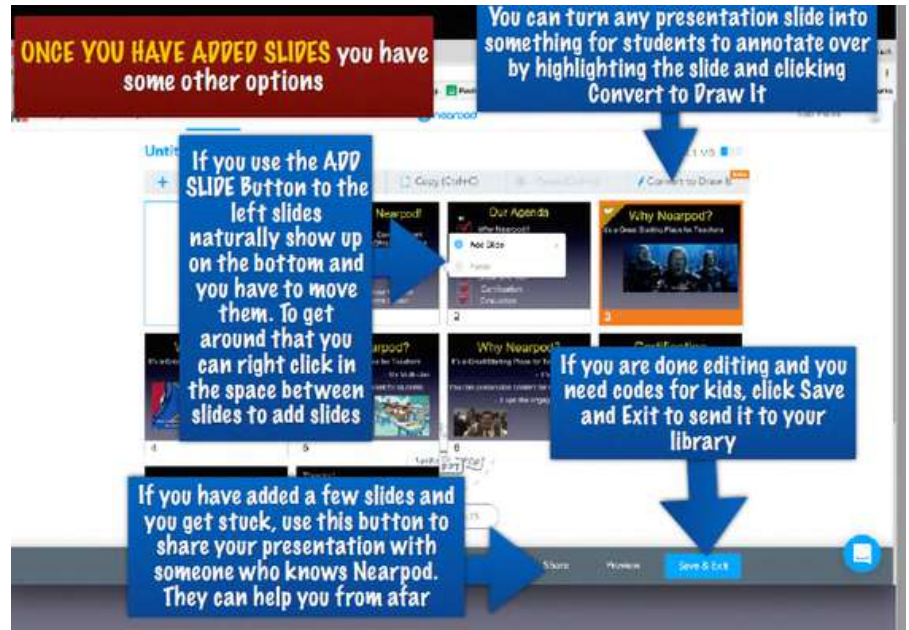
Add additional creative options



Click "Save and new" to save the current slide and create the next one.

Click "Save" to save the current slide and return to the lesson editing page.

The Nearpod Presentation is ALOT like PowerPoint with adding slides and reordering them.



11. TO ADD SLIDE SHOW (to add a PowerPoint - Keynote must be converted to a PDF) - this is for a limited time in free version - must upgrade to premium for continued use > SAVE

Slide Show

Upload image or zip file to show pictures as slideshow.



Drag your file here

recommended size 1024 x 490

YOUR IMAGE (max 3 Mb),
or ZIP (max Mb) FILE HERE

Or choose any of these options below:

 Browse my files

 From Dropbox

 From Box

←



12. POLL (enter question and possible answers - use ADD ANSWER to add more answer choices) > SAVE

Poll

1 Have you ever used NearPod before? Add Image

1.1 Yes Delete

1.2 No Delete

+ ADD ANSWER



13. OPEN ENDED QUESTION > Enter question > click SAVE

Open ended question

1 What is your favorite animal? Explain why.



14. To add a QUIZ - Enter title > enter question > enter possible answers > click check mark next to correct answer > continue with questions and answers until quiz is completed > click SAVE



You can also allow student to match notions in pairs:



Quiz

Add a series of multiple-choice questions to your lesson.

Key Features:

- Auto graded questions
- Share results with students in real-time
- Add media to your prompt



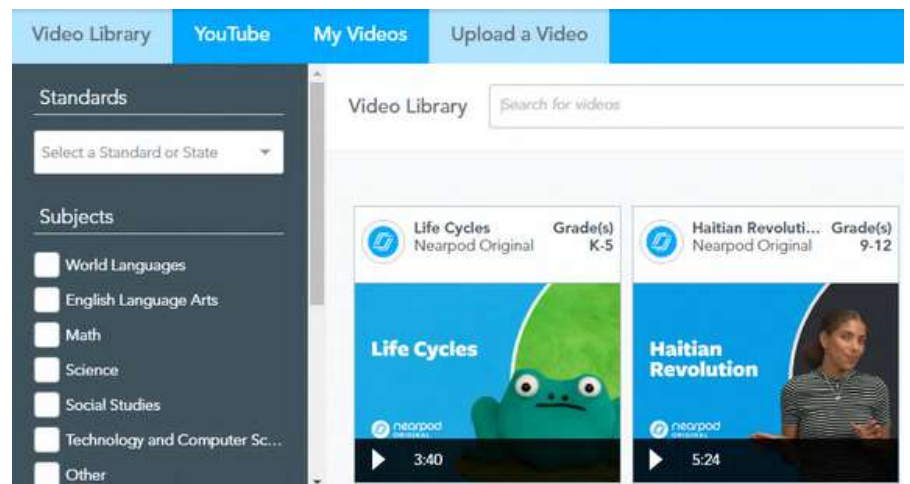
Matching Pairs

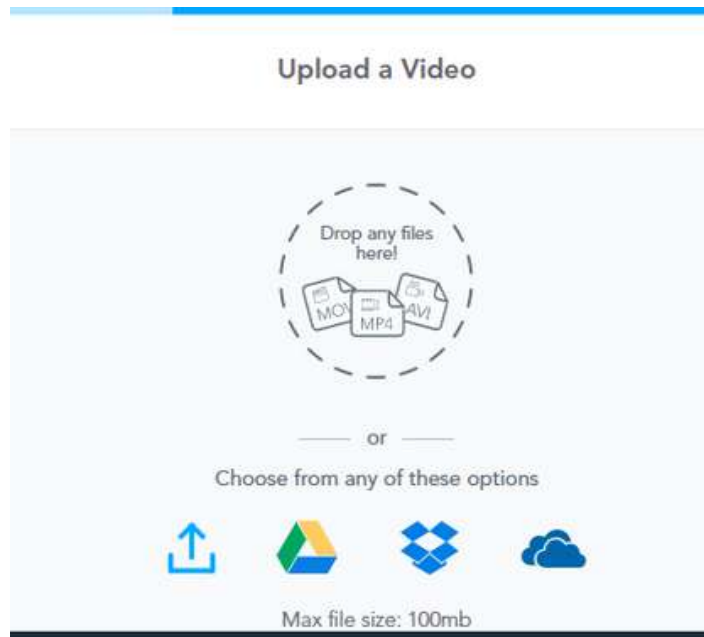
Matching Pairs allows students to match text to images, text to text, or image to image.

Key Features:

- Add or import custom images
- Use for math and other subjects
- View progress in real-time

15. To add a VIDEO - Add a short video from files or Dropbox > click SAVE





15. To add a Interactive games , you can choose Time to Climb, or Memory Tests of Fill in the blancs -



Memory Test

Memory Test is a matching game of identical pairs of "face-down" cards students can click to match.

Key Features:

- Instant student feedback
- Choose from different styles & colors
- Import images from Bing SafeSearch



Fill in the Blank

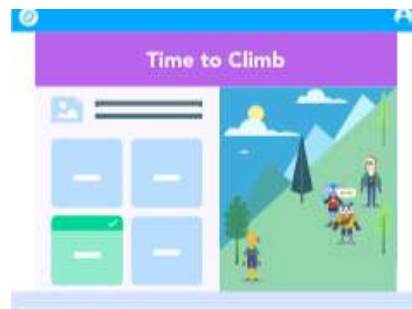
Fill in the Blank allows students to drag and drop words to complete a passage.

Key Features:

- Instant student feedback
- Variety of colors and text styles
- Maximum 1000 characters



Try a Time to Climb game and turn your quick activities ,exit tickets, and checks for understanding, into a competitive game with instant student feedback. Time to Climb is the perfect way to get started with Nearpod.



Time to Climb



Time to Climb is a multiple-choice quiz game that can be played in Live or Student-Paced lessons.

Key Features:

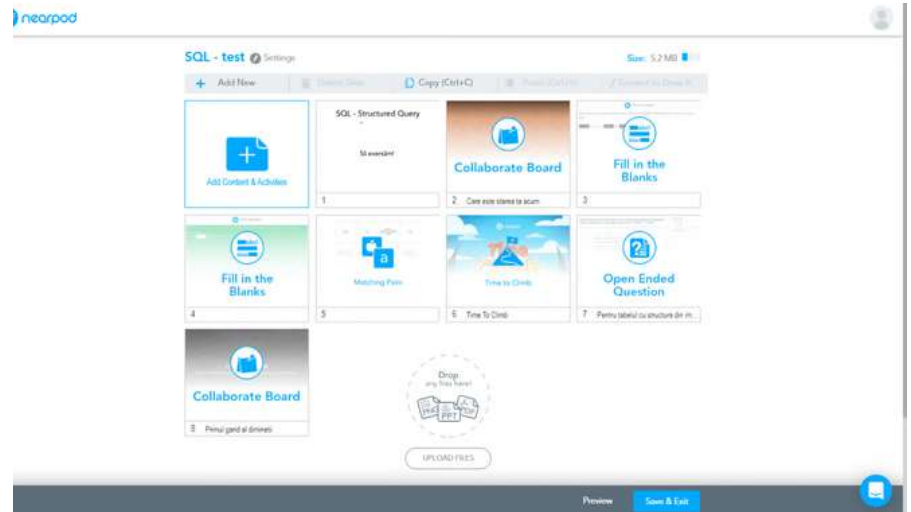
- Select from a variety of themes and characters
- Randomize answers
- Convert existing quizzes
- View leaderboards

16. DRAW IT - upload a matching worksheet or other document for students to draw on

17. WEB PAGE - copy and paste web address of webpage - this is for a limited time in free version -must

upgrade to premium for continued use > SAVE

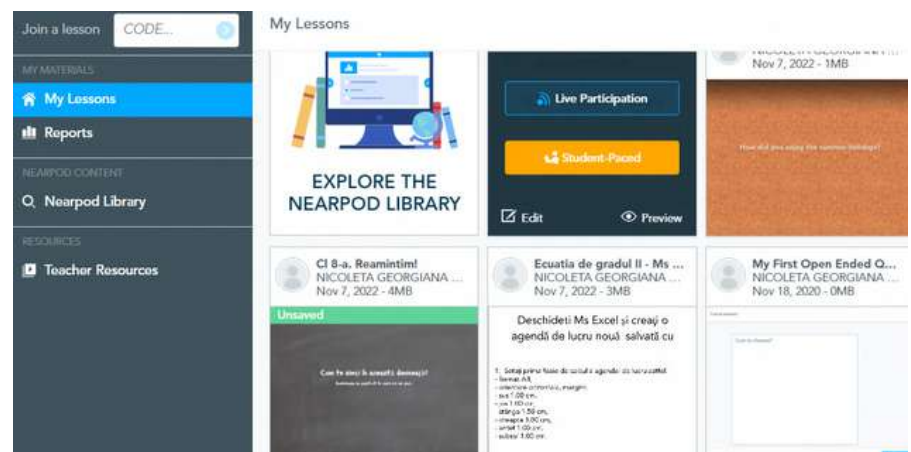
18. FINISH PRESENTATION - Slides may be rearranged by clicking and dragging it to desired location -When presentation is complete, click DONE > click YES to publish (NO if still in revision stage)



After editing your lesson details and completing your lesson, click "Save & Exit" to save your lesson and return to My Library. Or click "Preview" to see what your lesson will look like from a student perspective

PRESENTING NEARPOD LESSON

1. From the My Library page, Click on desired lesson

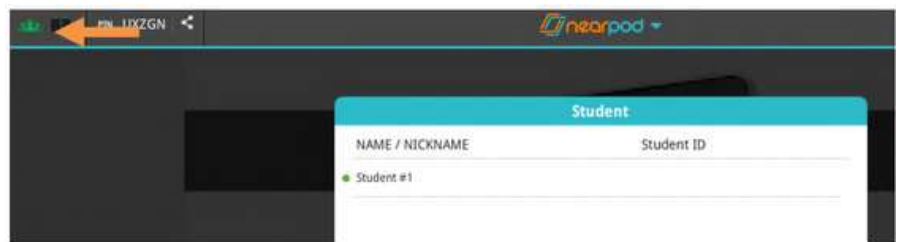


2. Control the pace of a lesson and let students participate on their own devices with live participation

- Have student launch Nearpod app on Phone and provide them with the code at top right.



- (STUDENT VIEW --> Click NEARPOD --> Enter code into STUDENT ENTER PIN (keyboard will appear when inside))
- the Pin Box is touched and click OK --> Presentation will download and appear on student iPad --> Presentation is controlled by the teacher
- Top left of pin (green people) will show you the number of students connected



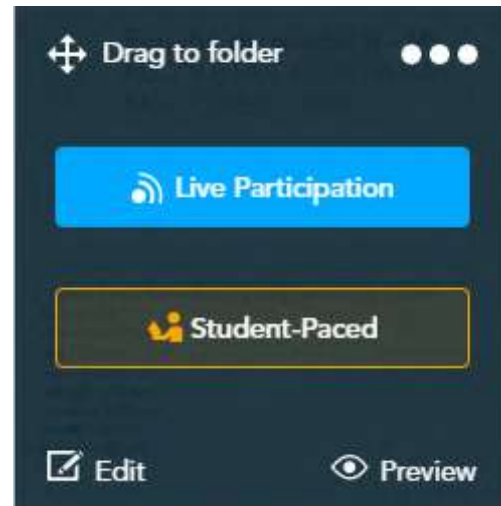
- First slide after title slide will show the student list > click right arrow key or slide to move to next slide



- At the end of the lesson you will get the report of every student's activity

STUDENTS	TOTAL Participation	OPEN-ENDED Q. Participation	MATCHING PAIRS Participation	POLL Participation	FILL IN THE BLANKS Score	TIME TO CLIMB Score
Class Averages	71%	74%	84%	84%	0%	59%
[Redacted]	83%	✓	✓	✓	—	75%
Nickname: Valentin	75%	✓	✓	✓	—	13%
Nickname: Cosmina	83%	✓	✓	✓	—	25%
Nickname: Cosmina	0%	—	—	—	—	—

3. Personalize instruction for individual students, small group assignments , or homework to differentiate and allow students to work at their own pace choosing the second option



4. You can also watch a video as a class and stop to discuss key instructional moments using premade questions without devices

5. Reduce lesson creation time with premade lessons ,videos, and activities. Search by standard for every grade and subject for resources built in partnership with your favorite brands. Easily customize to fit the needs of your students.

Bibliography

<https://nearpod.com/blog/nearpod-in-the-classroom/>

<https://www.youtube.com/user/Nearpod>

<https://nearpod.com/blog/6-genius-ideas-students-paced-nearpod-lesson/>

Indications or suggestions for the trainers (if any)

Learn how to use Nearpod, get advanced tips, and receive support to get started any time of the year.

<https://nearpod.com/resources>

Join a Nearpod community to gain exclusive resources, support for sharing Nearpod, and a network of educators transforming teaching with technology.

<https://nearpod.com/communities>

You can also edit and preview this lesson for study

<https://np1.nearpod.com/sharePresentation.php?code=68fff2fef40c09a2f1127baf678a638e-1>



6. Integrating ICT and Digital Content into Teaching (Finland)

ICE – BREAKING ACTIVITY “TECHNOLOGY CHAIR DASH”

Category	Practical
Timeframe	30 mins
Learning outcome	<p>This ice-breaking activity gives participants the opportunity to introduce themselves to each other and learn what digital skills each participant has.</p> <p>Participants will learn about each other's level and knowledge of digital skills, whilst also breaking down barriers and strengthening the relationship amongst participants.</p>
Materials	Statements in a box
Procedure	<p>The Participants should sit in a circle.</p> <p>Part 1 (10 mins)</p> <ol style="list-style-type: none"> 1. Working in pairs, the participants will introduce themselves to each other including their name and an interesting fact about themselves. 2. As a group, each participant should introduce themselves as if they are their partner. Introducing them as their partner's name and telling their interesting fact. <p>Part 2 (20 mins)</p> <ol style="list-style-type: none"> 3. Select one participant to stand at the front of the group, removing their chair from the circle. 4. The participant standing will pull a statement out of the box and read this to the group. 5. Anyone that answers 'yes' or agrees to the statement should stand up, and it becomes a game of swapping chairs.



	<p>6. The participants should then rush to switch chairs in the quickest time, and again there will be one participant left standing at the front that hasn't got a chair (like the game musical chairs).</p> <p>Points 4 to 6 should be continued until all questions have been answered.</p>
<p>Indications or suggestions for the trainers (if any)</p>	<p>Trainers can print the questions below and add these to the box, or participants can think of their own questions if they wish.</p>



You use Microsoft Word on a regular basis.



You are competent on Microsoft Excel.



You use the internet for research when creating
lesson plans.



You use YouTube in the classroom.



You know what Canva is.



You have used Canva.



You feel comfortable using technology in the
classroom.



You use digital means daily in the classroom.



You use social media on a regular basis.



You use a digital means in your teaching.



You use Google docs, sheets or slides.



You are aware of, or have previously used Kahoot.



You use mobile applications in the classroom.



You use digital games with your students.



You are wearing jewellery.



You wear glasses.



You have an iPhone.



You are wearing black shoes.



You had coffee this morning.



You are wearing something blue.



You have brown eyes.



TEAM BUILDING ACTIVITY “PERSONAL OPINIONS”

Category	Practical and group discussion
Timeframe	40 mins
Learning outcome	This team building activity aims to get participants to share their opinions on using technology and discuss their views and experiences
Materials	Signs for “agree”, “neutral” and “disagree”. Paper and pen for the trainer to take notes.
Procedure	<p>Part 1 – practical (15 mins)</p> <p>Participants should be stood, and the signs should be placed in three different areas in the room.</p> <p>1. The trainer should read out the first question/statement. Participants should move to the correct sign so the group knows if each participant agrees, disagrees or is neutral. This should be individual opinions and participants should choose their own response.</p> <p>2. The trainer will ask a couple of participants to explain why they have chosen the response they have.</p> <p>The above two points will be carried out until all questions/statements listed below have been actioned.</p> <ul style="list-style-type: none">• The level of student interaction increases when digital means are used in the classroom.• You have received adequate training on the digital tools you use in the classroom.



- Using digital means in the classroom can have a negative impact on the students
- I rely on digital means for my job
- Students need to use technology and ICT in school as the skills they learn will be vital when they leave school and enter the working world
- Sharing digital skills, digital knowledge and digital material with your colleagues is important.
- Students do not need to be taught ICT skills as most of them already have the knowledge.
- Your students have more knowledge of digital platforms and ICT than you.
- Your school has sufficient digital devices for students.
- Funding and budgets can be an issue when it comes to digital learning and ICT.

Part 2 - discussion (25 mins)

The participants will take part in a group discussion and explain their feelings on using technology and digital means in the classroom.

The trainer will encourage participants to share/discuss, but not limited to:

- The digital means they use for teaching.
- Their opinions on technology in the classroom.
- How technology can help in learning.
- How technology can help with student development.
- The positive aspects of using digital means for teaching.
- The negative aspects of using digital means for teaching.
- The training they have received.
- How comfortable they feel using technology and ICT.
- How confident they are using new digital means.
- Do they feel they receive relevant support and training?



Indications or suggestions for the trainers (if any)

The trainer should keep notes of the participants' responses.



Agree



Neutral



Disagree



WORKSHOP "INTEGRATING ICT AND DIGITAL CONTENT IN TO TEACHING"

Category	Practical workshop
Timeframe	2.5 hours
Learning outcome	To learn how to make a basic Wordpress site and how this can be incorporated into teaching
Materials	lProjector/screen and laptop for trainer Laptop per participant
Procedure	<p>What is WordPress (15 mins)</p> <p>The trainer will show this <u>video</u> on 'What is WordPress Anyway', followed by a group discussion on what the participants understand about WordPress, and they will discuss if they have used the platform before, if they know what it is, their skill level and how they feel about using WordPress.</p> <p>WordPress examples (5 mins) The trainer will then show the participants a selection of WordPress sites, showing a mix of basic sites, to how advanced WordPress sites can be.</p> <p>Example 1 - <u>https://tropicalastral.com/</u> Example 2 - <u>https://www.eginstill.com/</u> Example 3 - <u>https://www.fubiz.net/</u></p> <p>Create a basic WordPress site (1.5 hours)</p> <p>The trainer will show the finished version of the website the participants will create. The website they will create has been designed for teachers to share teaching material with each other, such as downloadable flashcards and links to educational videos.</p>



The participants should download the materials they need to create their website from this [link](#).

The trainer will run through each section with the participants, following the screenshots and instructions below, and they will create their own website as the trainer talks through each section.

Sections include:

1. Create header
2. Create banner
3. Design homepage
4. Create menu
5. Create page with downloadable material

Once the participants have completed the task, the trainer will give them the opportunity to ask any questions, or if there is anything specific that they wish the trainer to show them.

Present website (10 mins)

Each participant will present their website to the group.

Group discussion and evaluation (30 mins)

The trainer and participants will take part in a group discussion and talk about how they found the workshop, including challenges, how easy/difficult they found the tasks, how useful they feel this would be for teachers etc.

The participants will complete an evaluation form providing feedback on the training format.

Indications or suggestions for the trainers (if any)

The trainer should talk through all the stages. The trainer can provide the participants with the handout found below if they feel this will be useful, otherwise the trainer can just talk through the steps

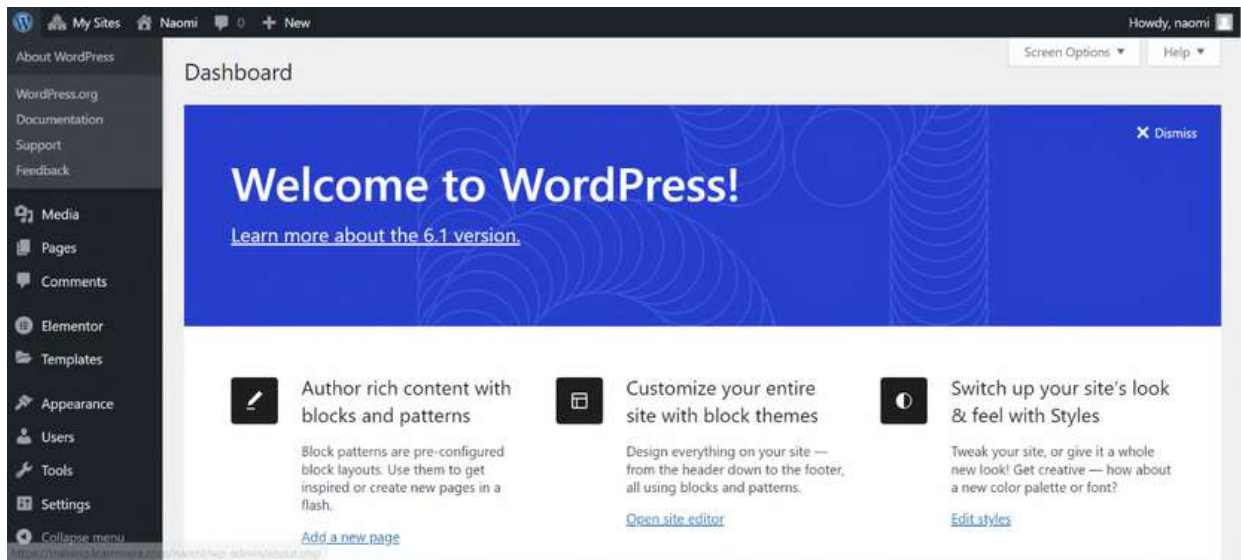
The timings of the workshop are suggested based on the participants having a mix of technical skill levels. The timings may vary depending on skill level.

Ahead of the training, the trainer should ensure a sample site is set up for each participant.

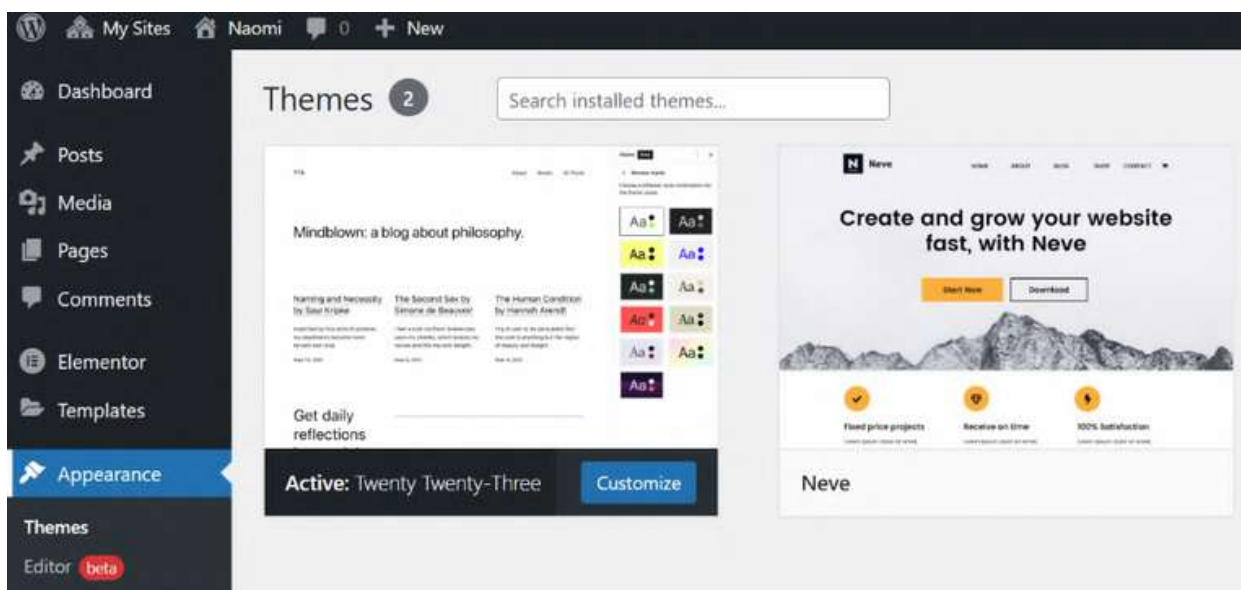


Workshop handout Integrating ICT and Digital content into teaching

Below is the screen you will see when logging in to WordPress

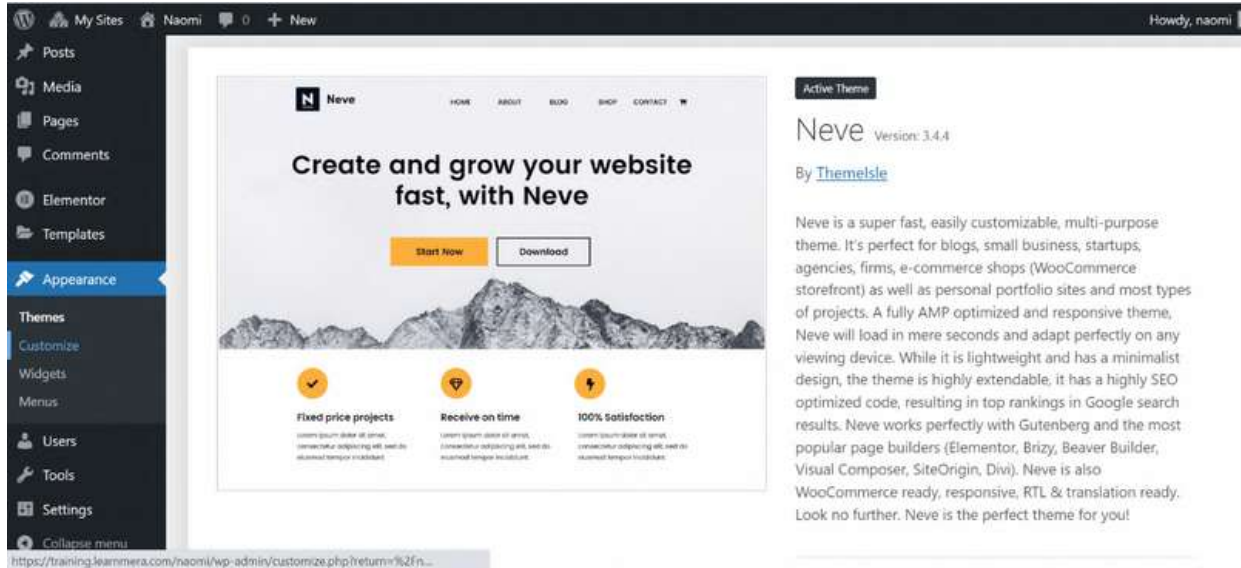


This has already been set up ahead of the training, but to change the theme of the site, click appearance' and you can change the theme of the website





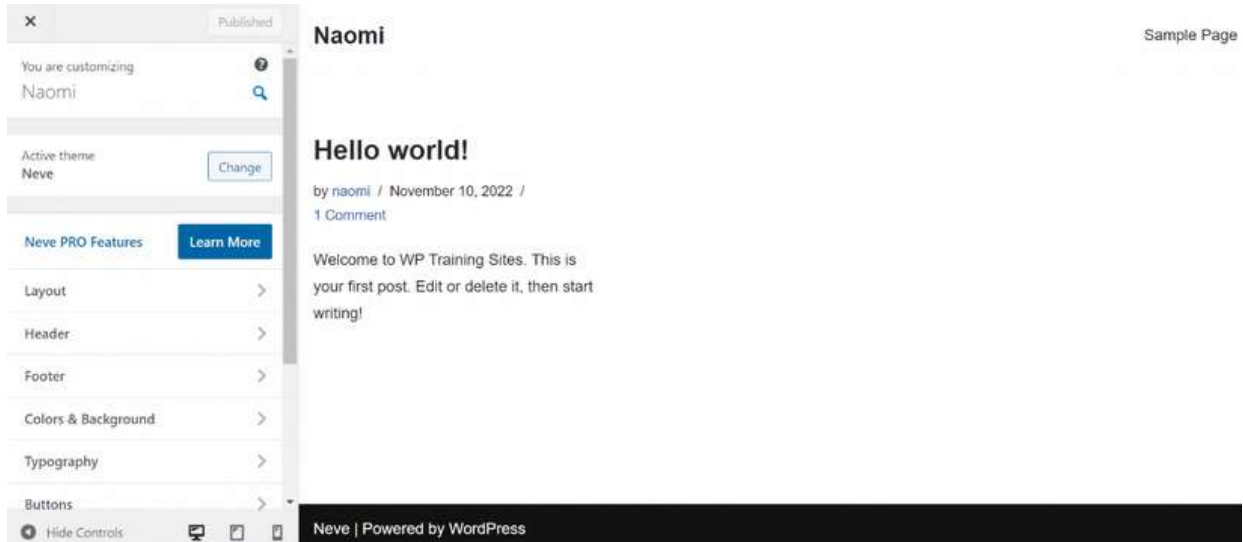
For the purposes of this training, the 'Neve' theme will be used



Select the option to 'customise' under appearance



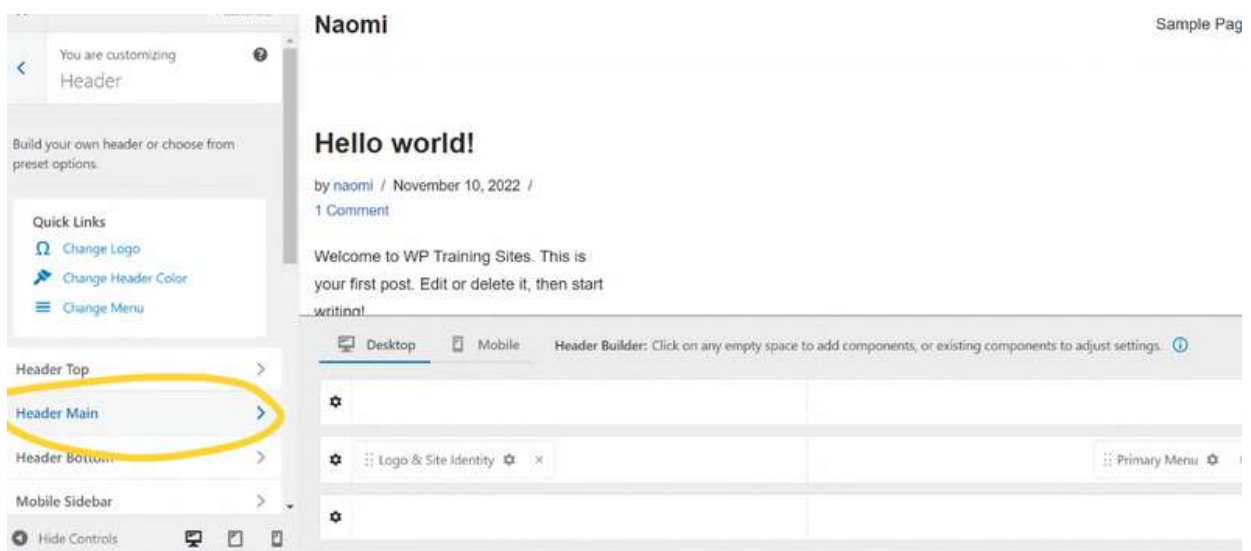
You will then see what your website currently looks like.



We will now set a header, this header will be seen across all pages on the website.

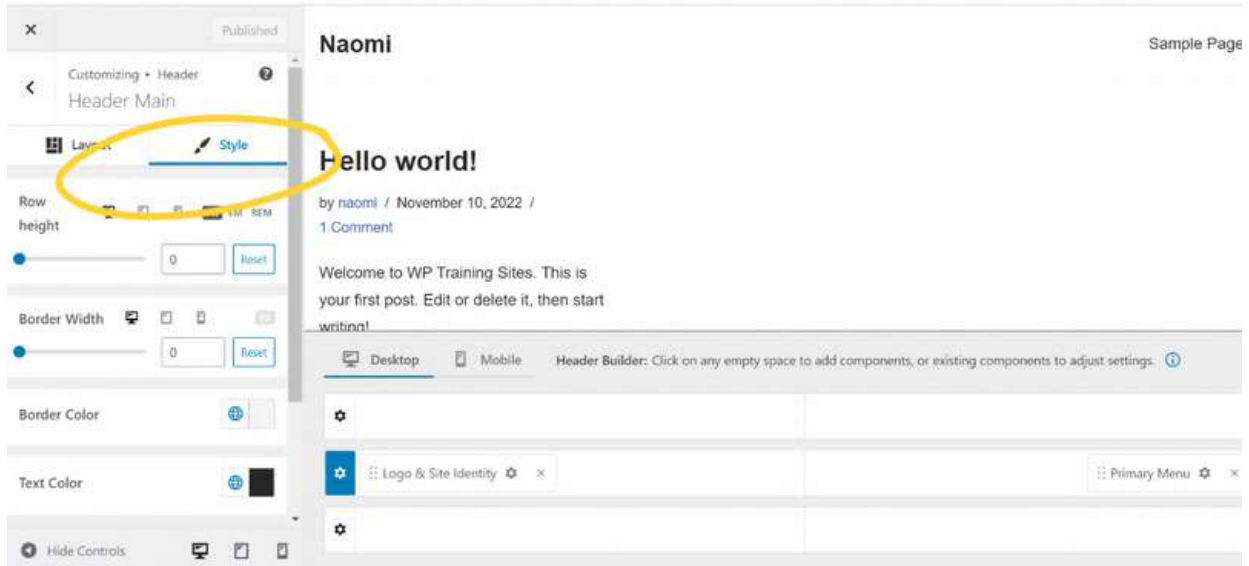


Select 'header main'

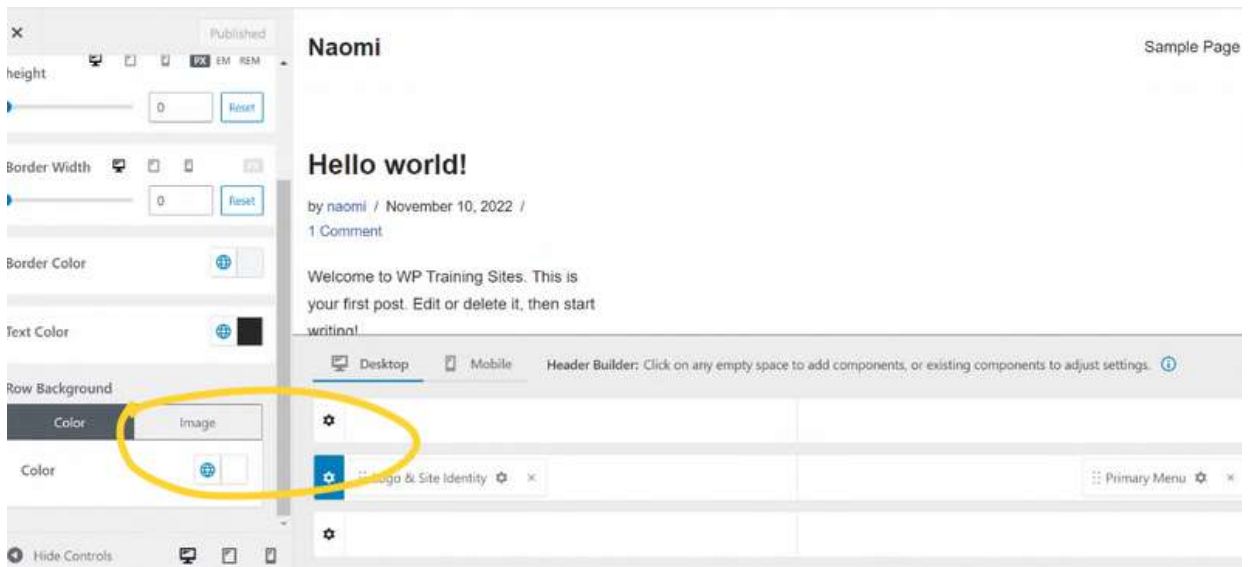




Then choose 'style'

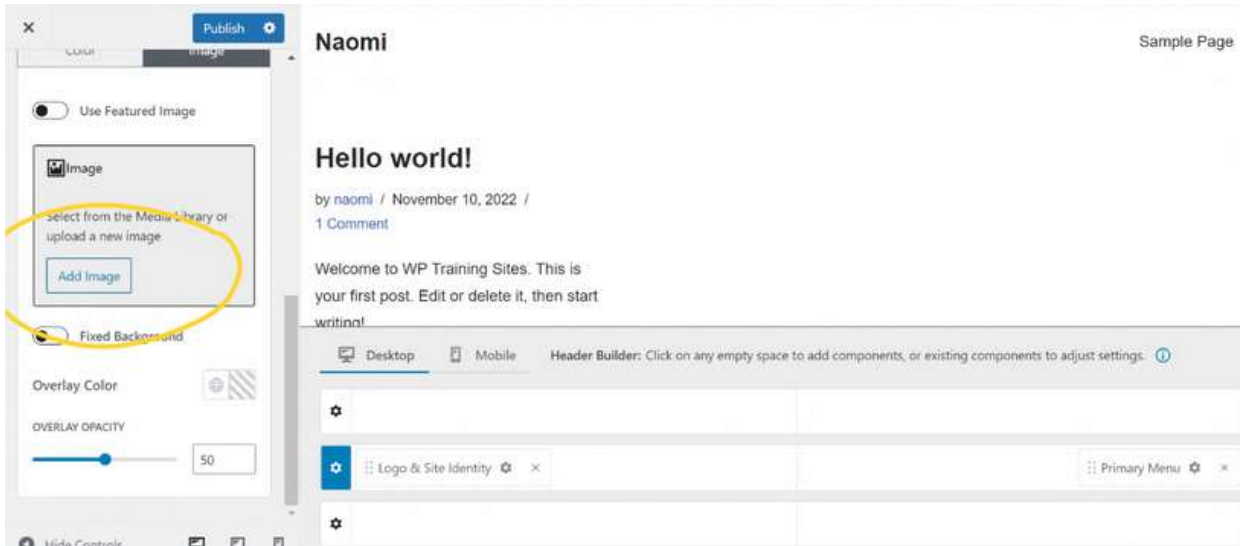


Scroll down and select 'image'

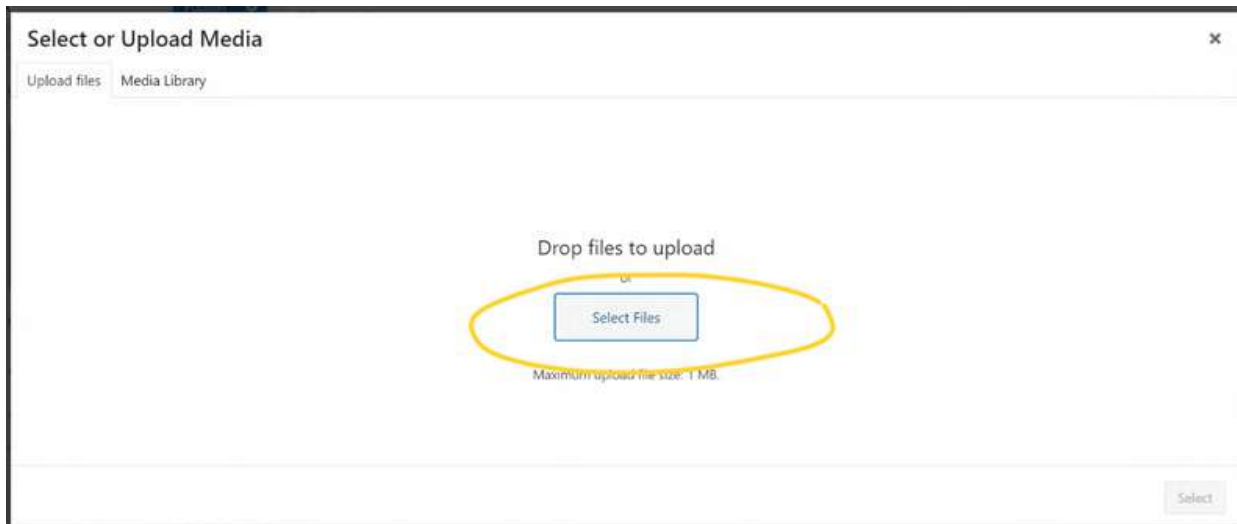




Select an image to upload, the trainer will provide the participants with a selection of pre-made images they can use for the banner

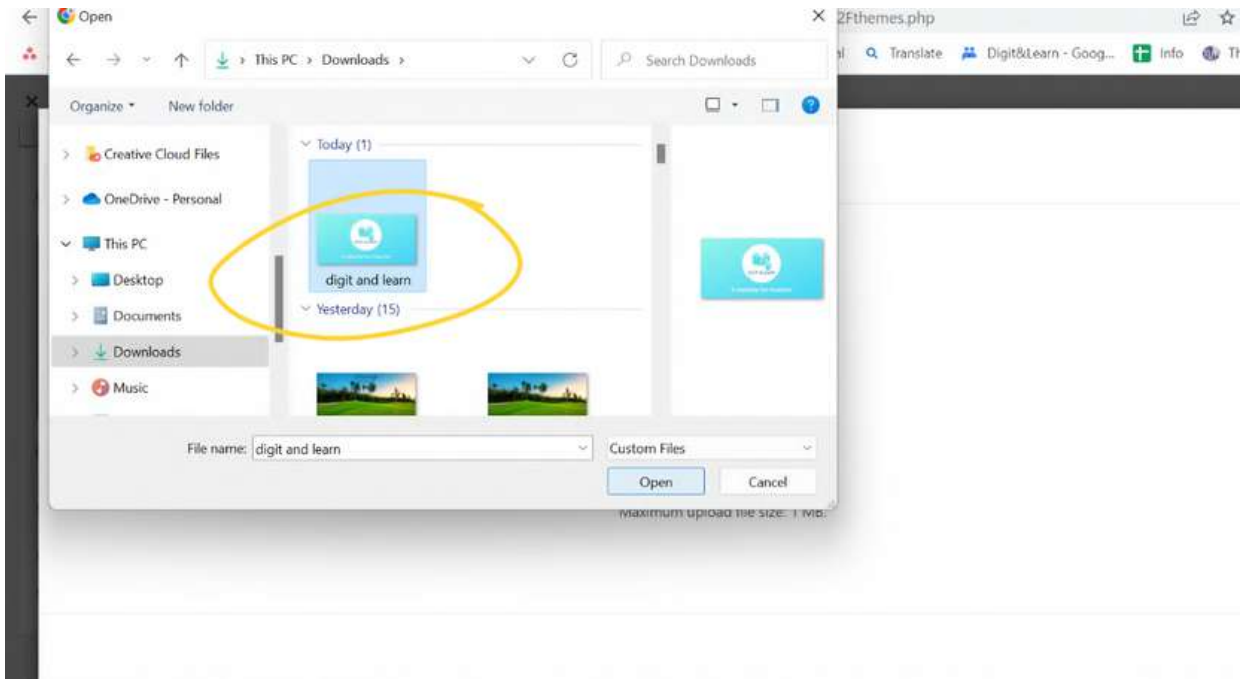


Click 'select files'

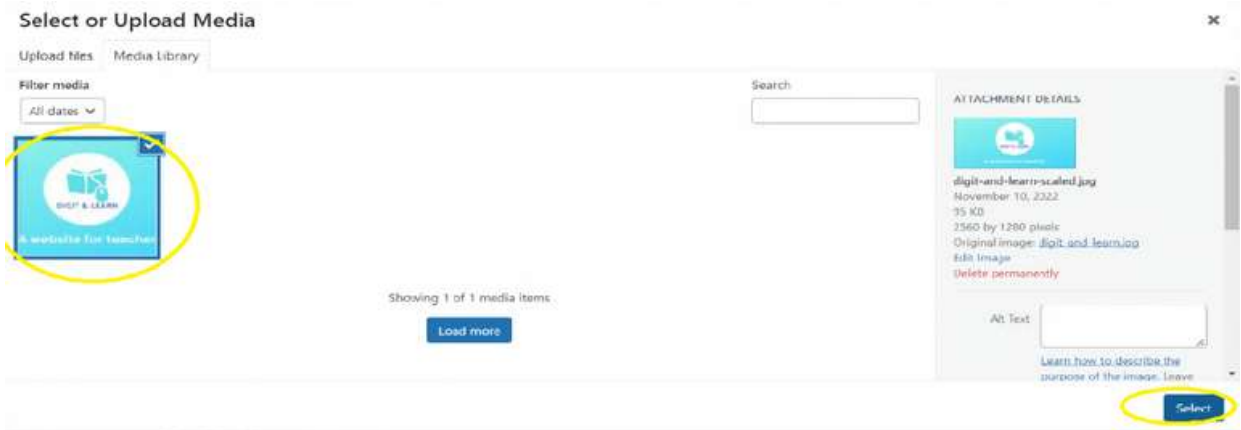




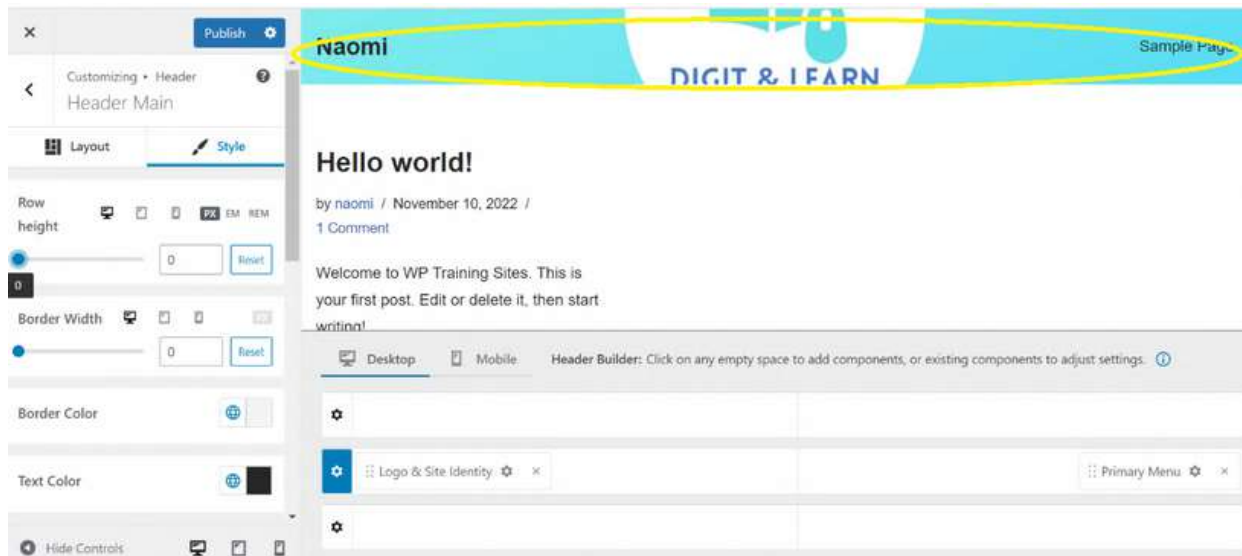
Upload the image you wish to use for you website banner from your device



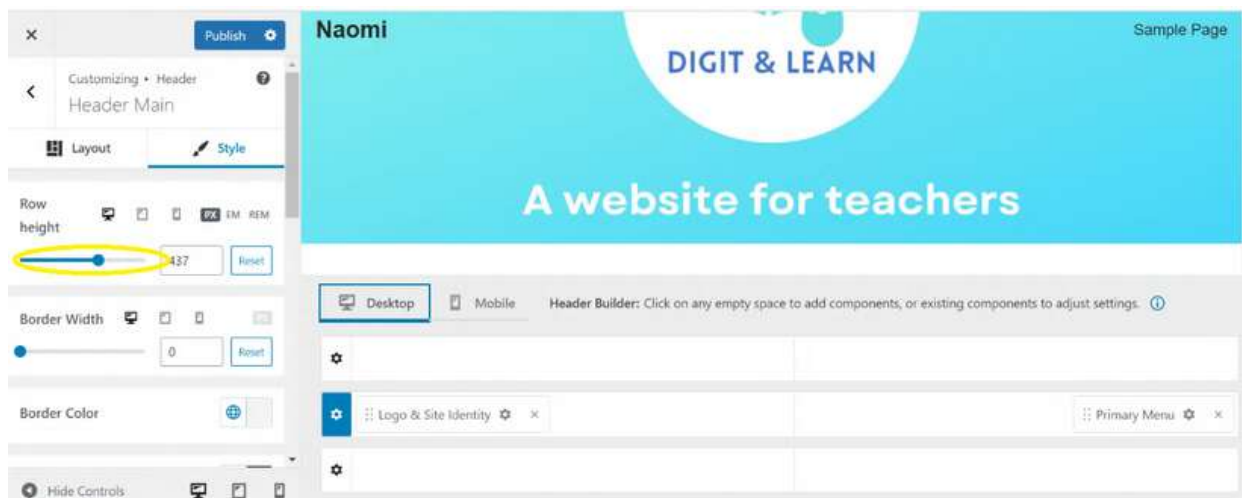
Select the image, and click 'select'



Your banner will then show how it will look on your website

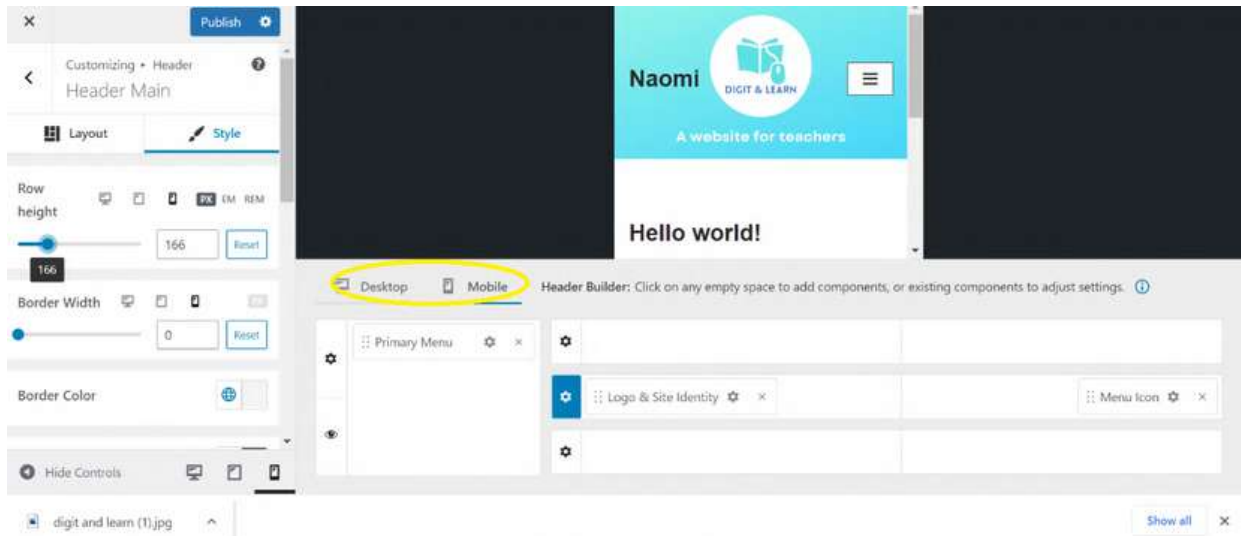


Change the size of the banner by moving the 'row height' slider

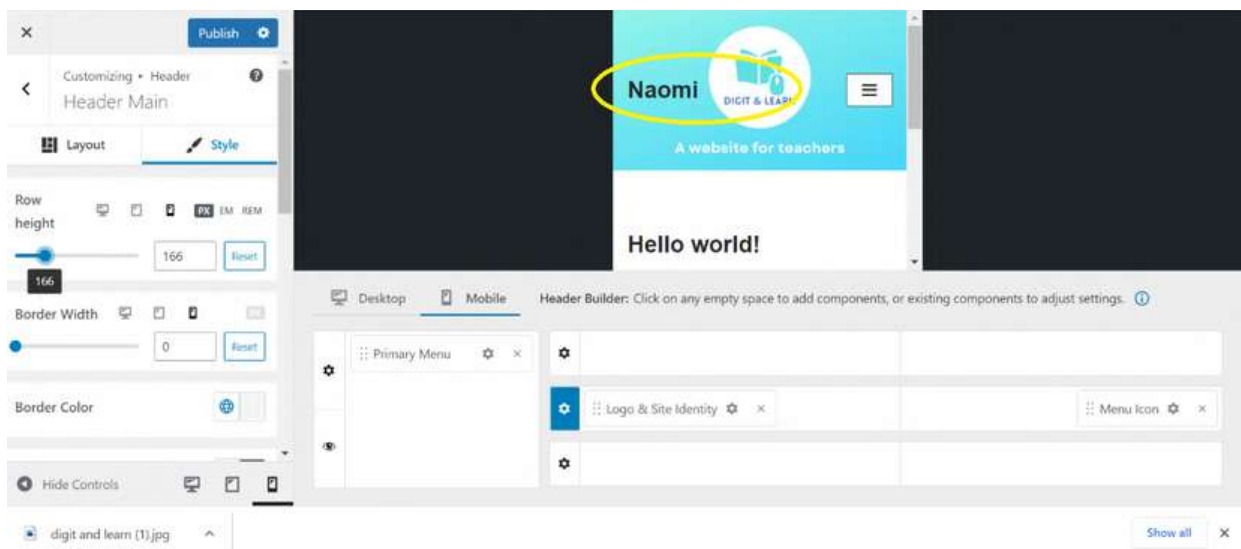


You will also need to select 'mobile' to change how this would look on a mobile device

You will also need to select 'mobile' to change how this would look on a mobile device

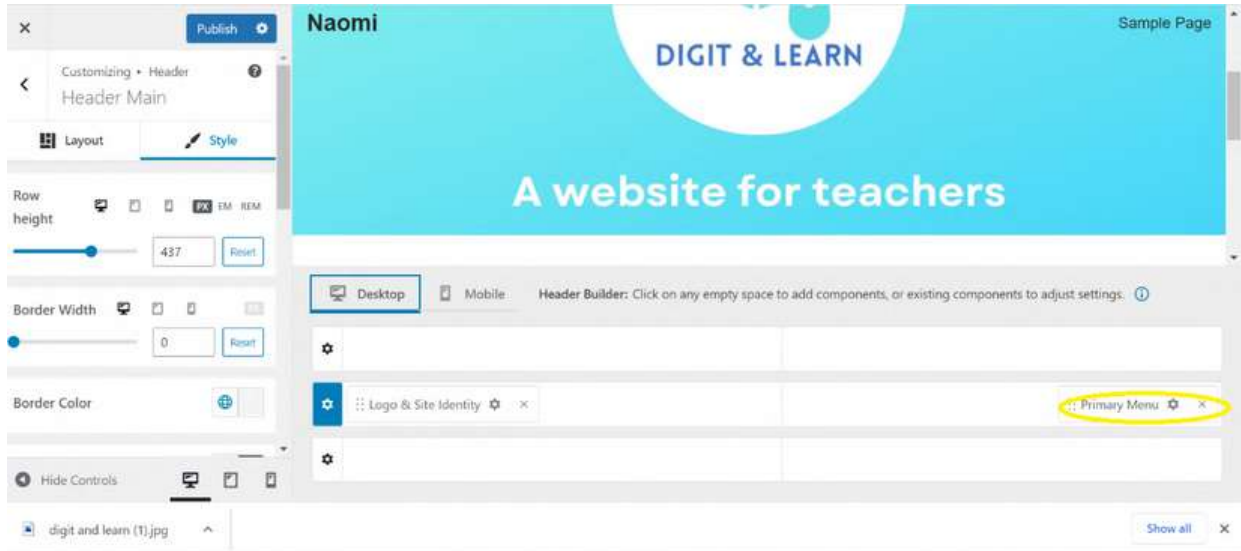


You can delete the text box where your name is shown, and also the text box where 'Sample Page' is written





Click the 'x' on 'Primary Menu' to remove the 'Sample Page' text box



You can then customise the colours on your website





Click on each colour box and choose the colours you want for your site.

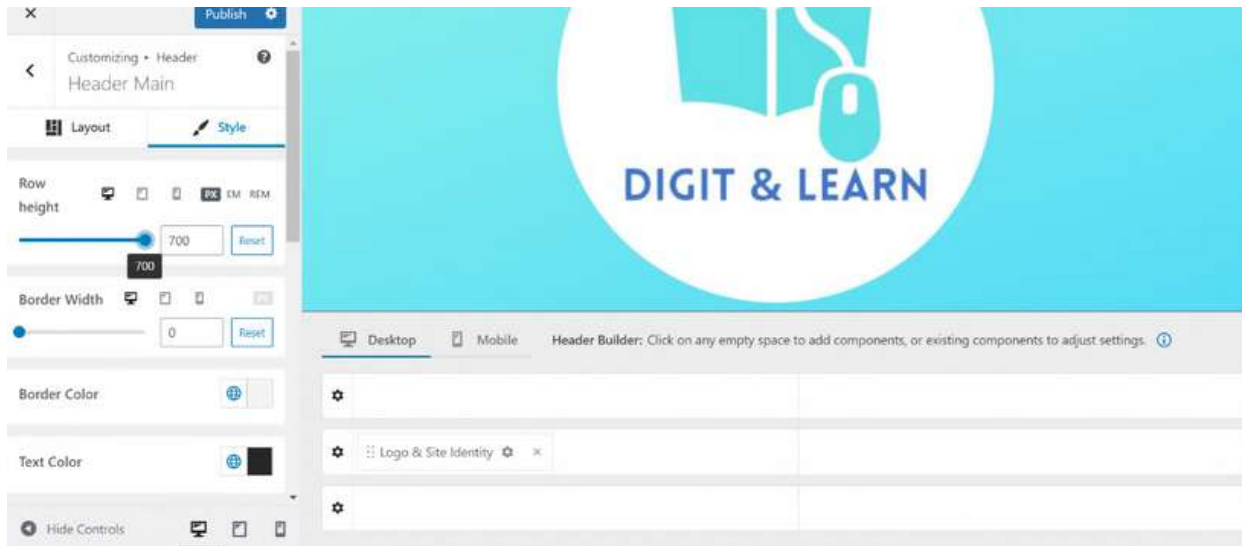


You can also do the same for the 'typography'





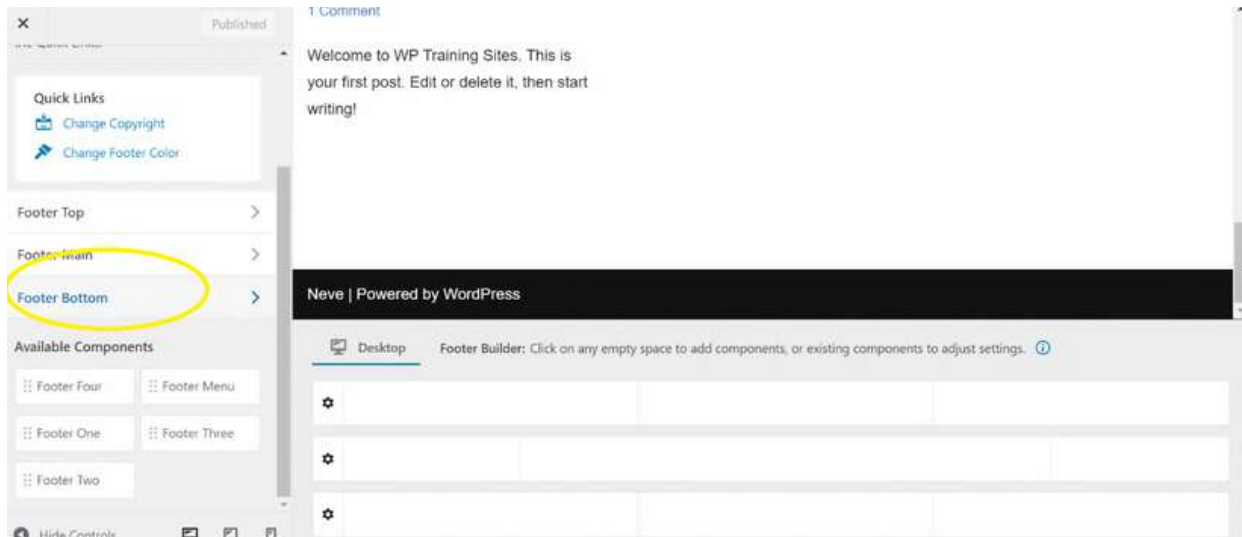
To save the changes to your site, click 'publish'



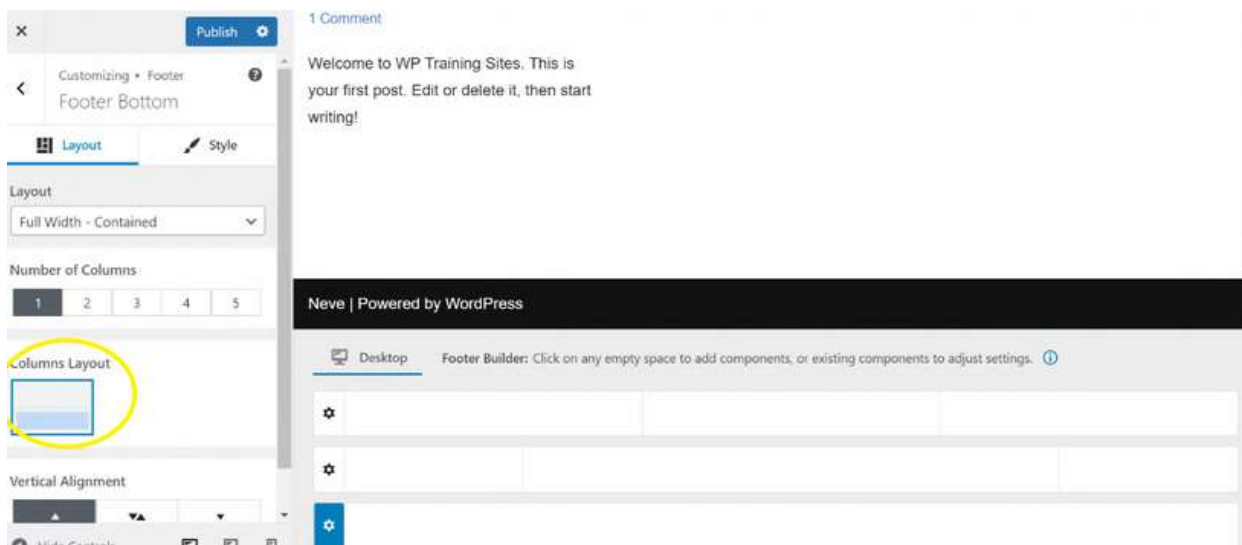
Now to make the footer. Click 'footer'



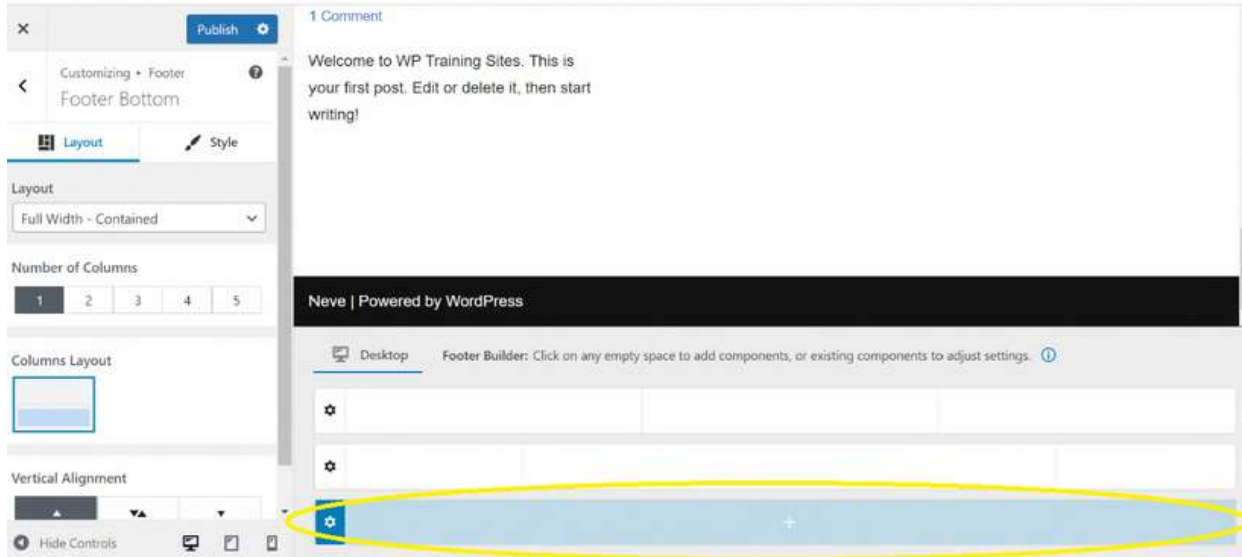
Click 'footer bottom'



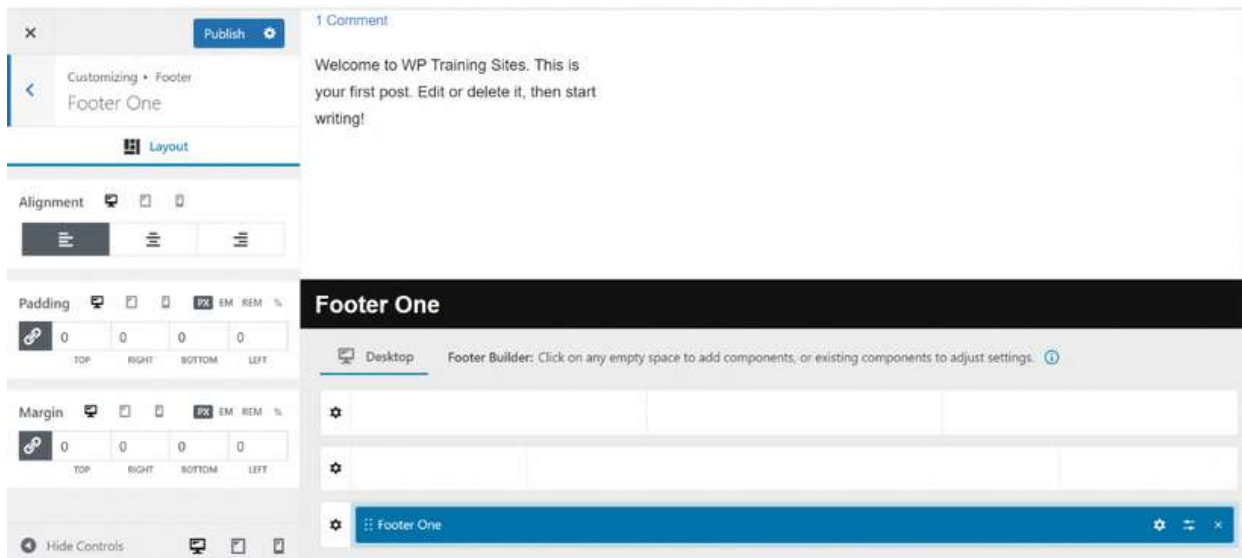
Choose the 'columns layout'



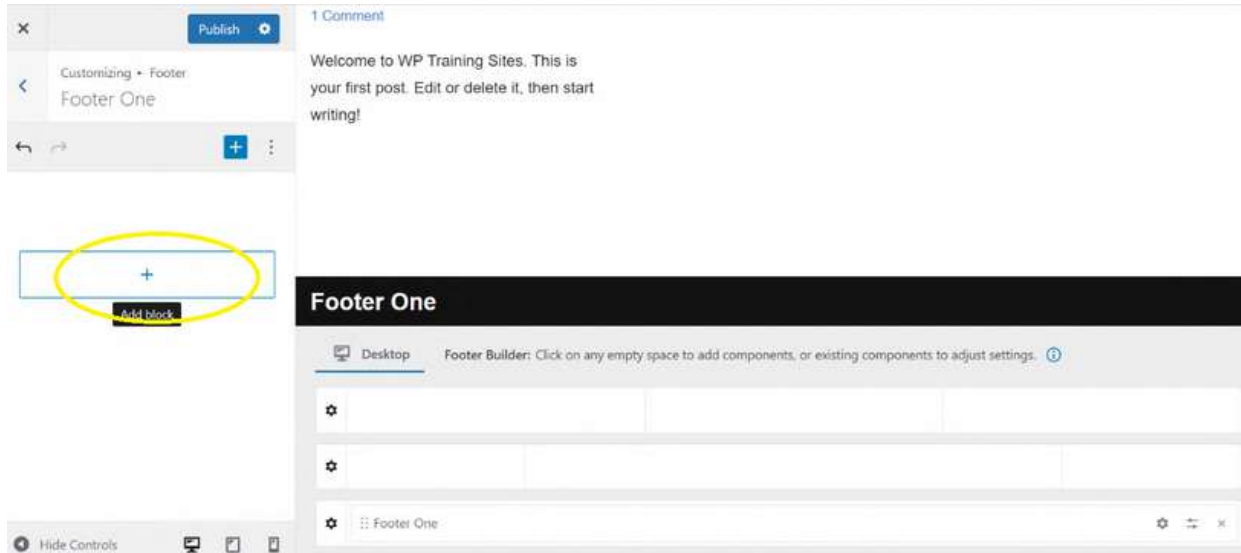
Click the blue bar



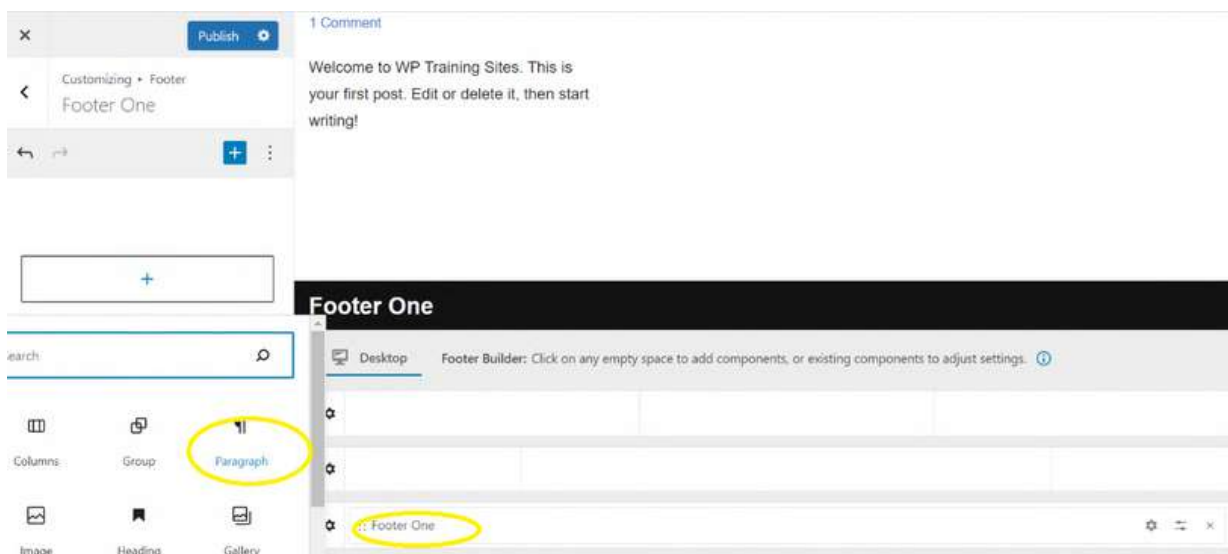
Select 'footer one'



Click on the '+' button

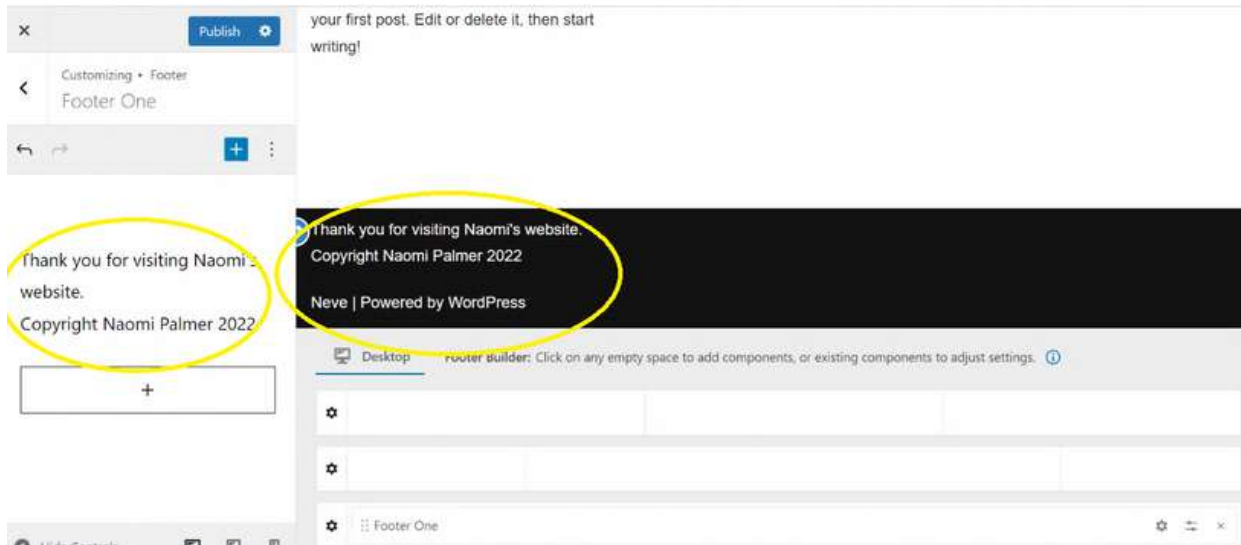


Click and drag the 'paragraph' option to the box that says 'footer one'

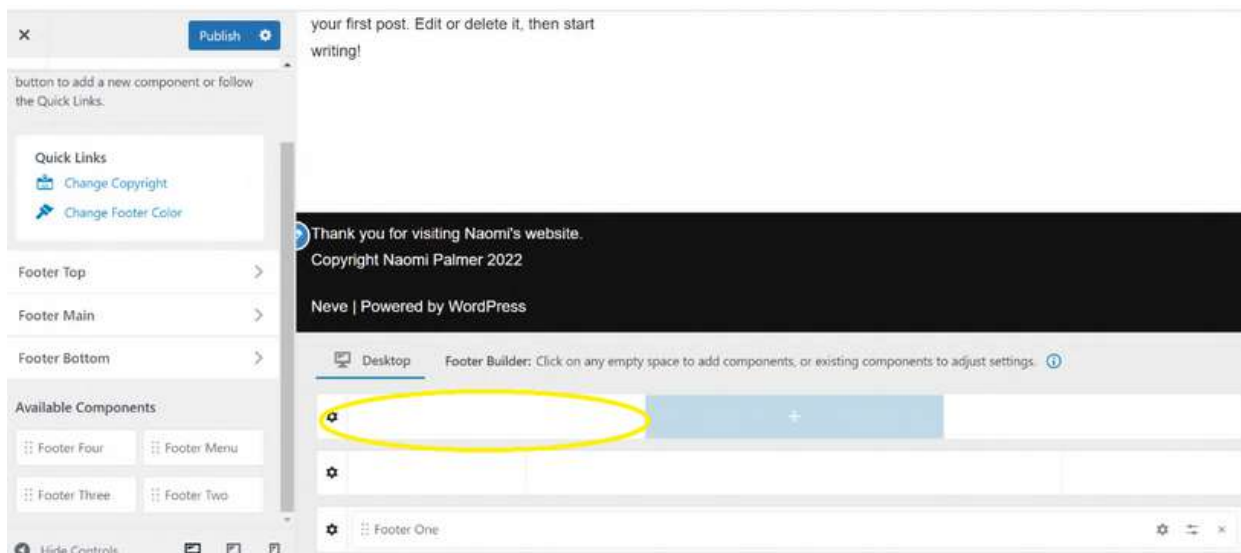


You can then type what you want to appear on this part of the footer. You can see the layout and how this will look as you type

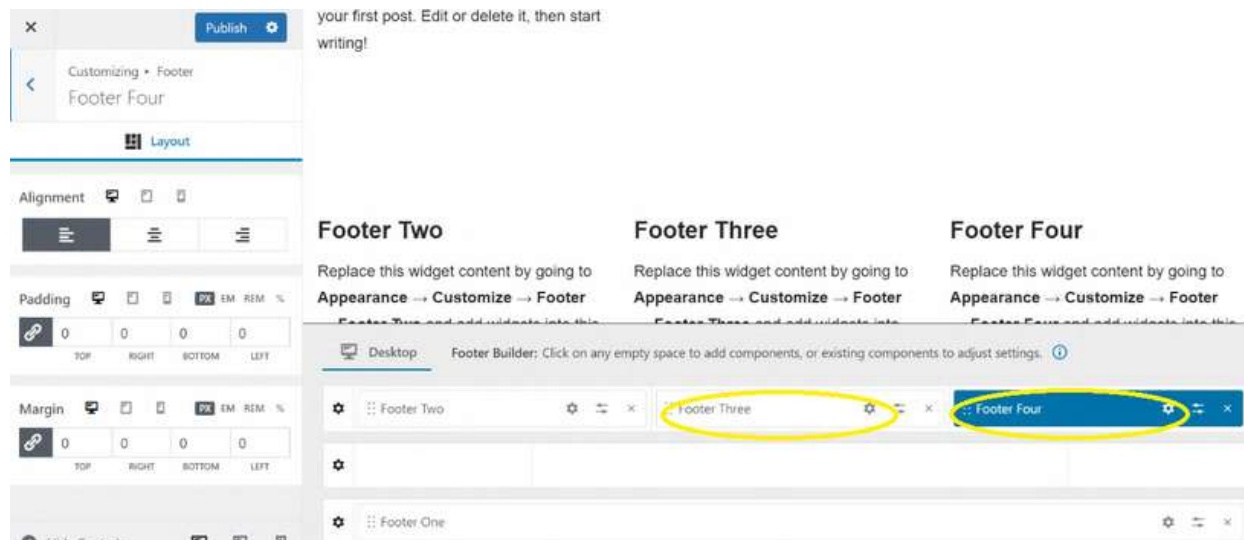
You can then type what you want to appear on this part of the footer.
You can see the layout and how this will look as you type



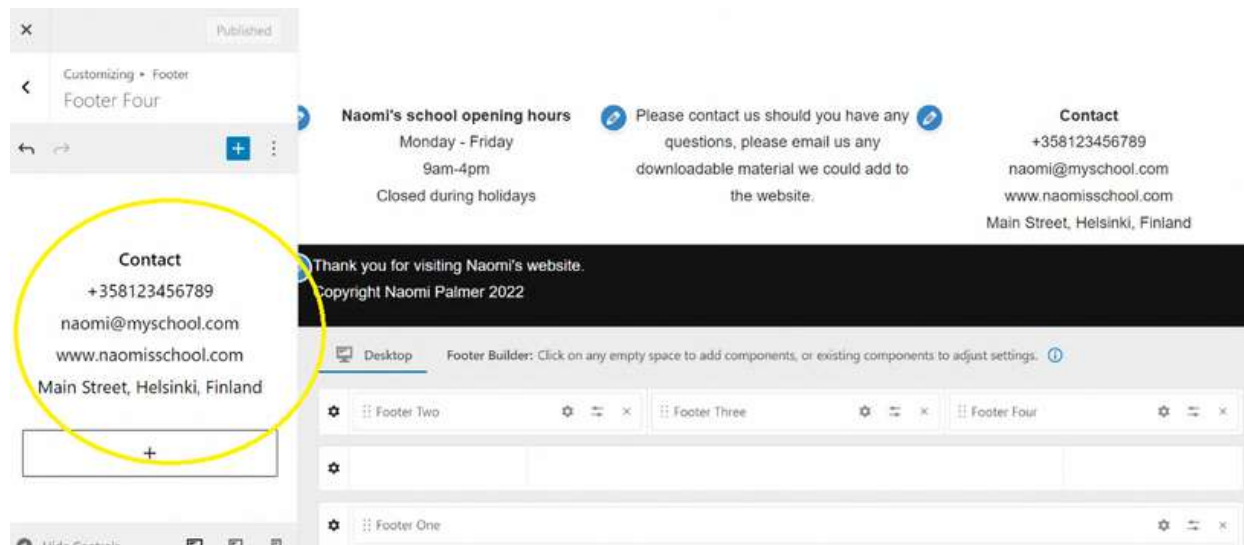
Then click on the top footer box and add footer 2 to the box highlighted in yellow below



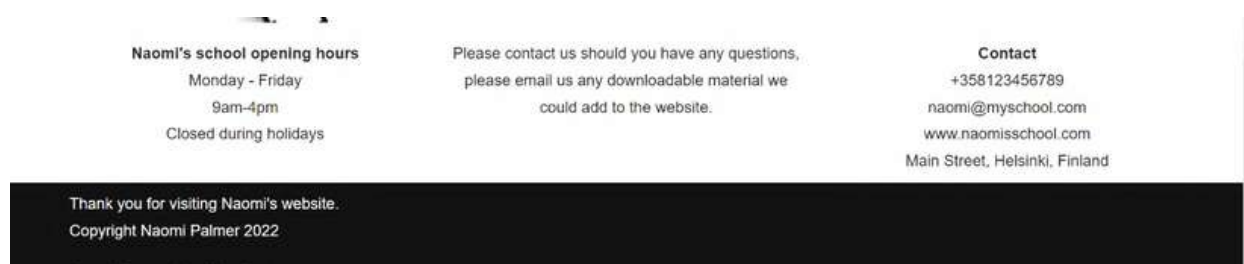
Continue to add footer 3 and 4, as highlighted in yellow below



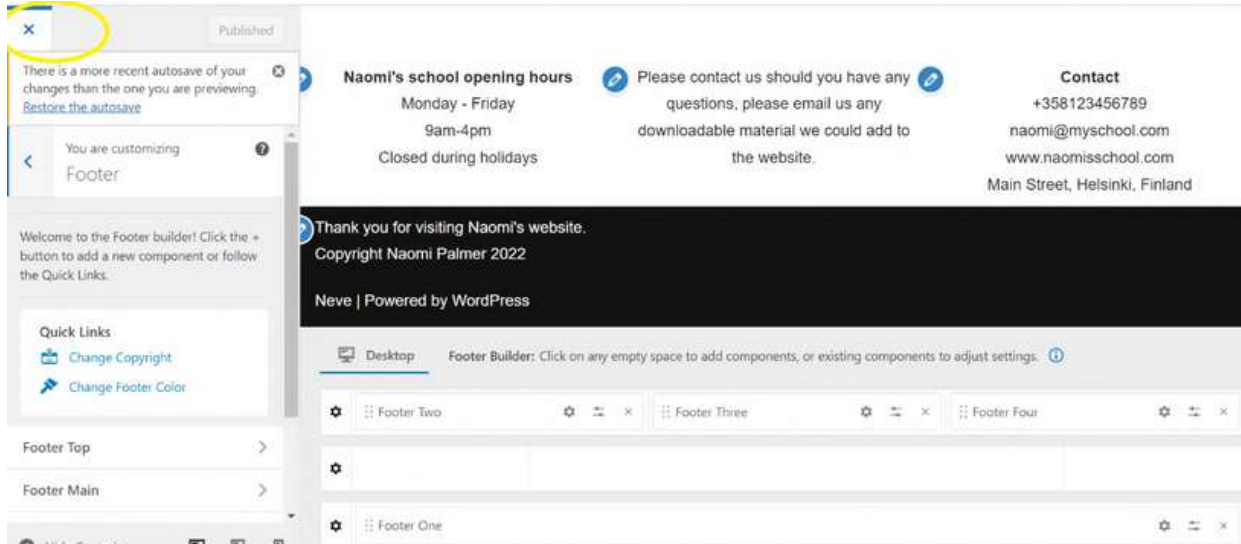
Continue to add content to footer 2, 3 and 4 , following the same steps as you did for footer 1



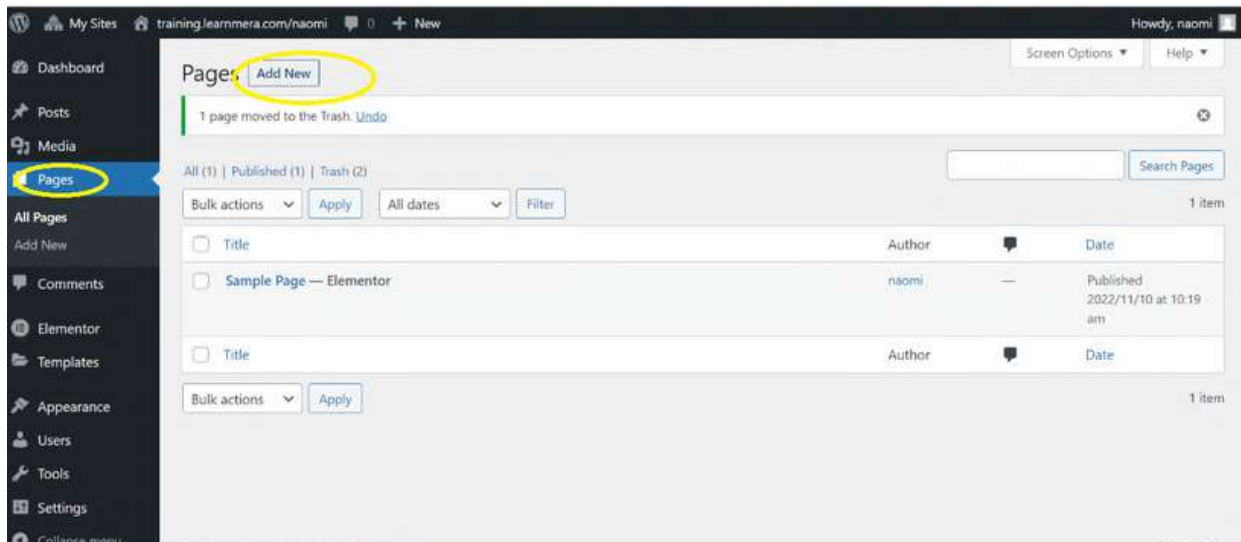
The header and footer for your website are now complete. Click 'publish' to save all changes



Go back to the dashboard by clicking the 'x'

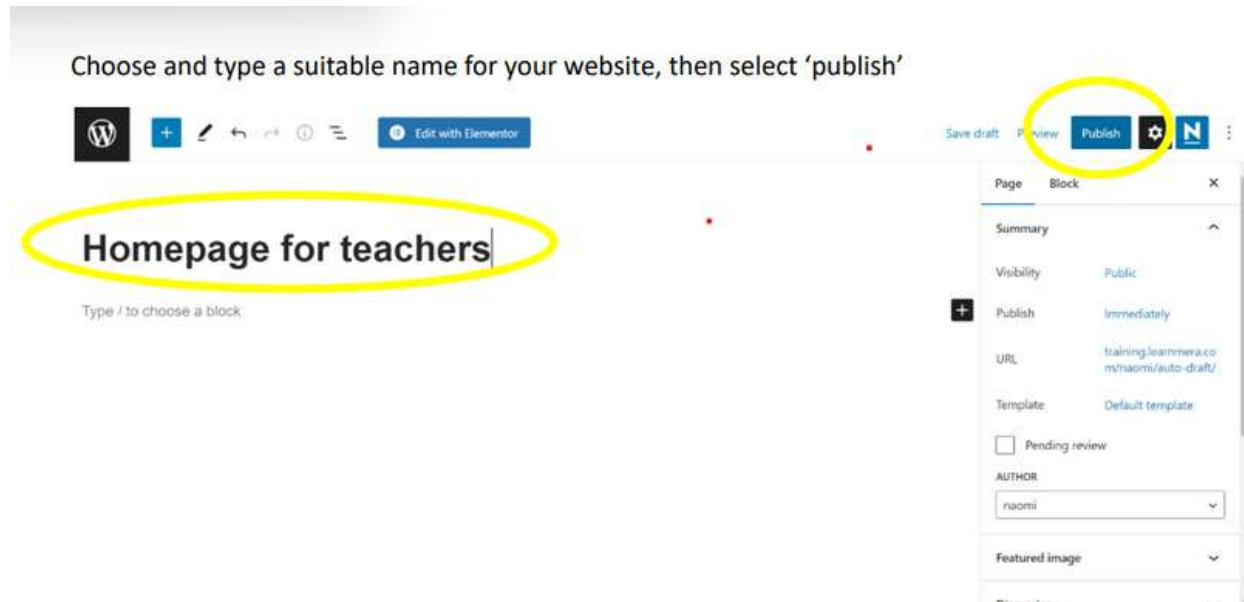


When you have returned to the dashboard, create the home page for your website. Click on 'pages' on the menu, then click add new.

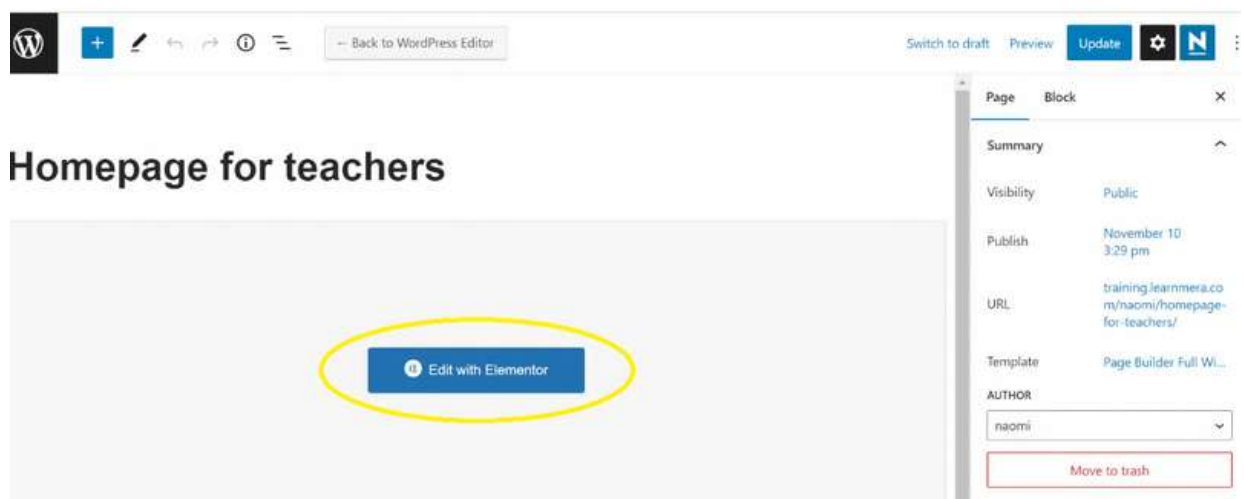




Choose and type a suitable name for your website, then select 'publish'

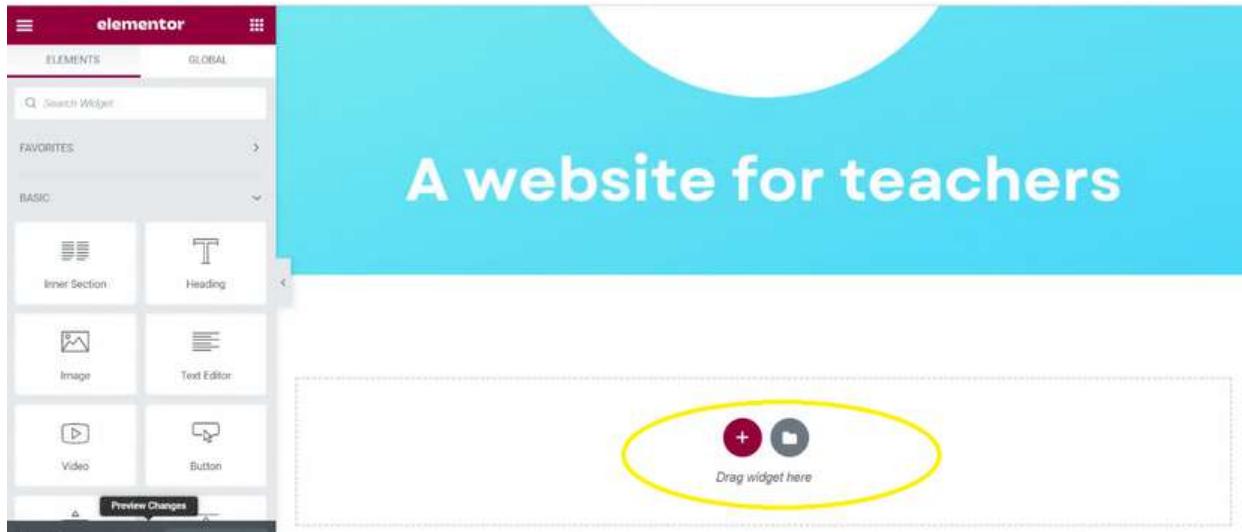


To start designing the home page, select 'edit with elementor'. Note – anytime you edit a page, ensure you select 'edit with elementor' and 'not edit page'

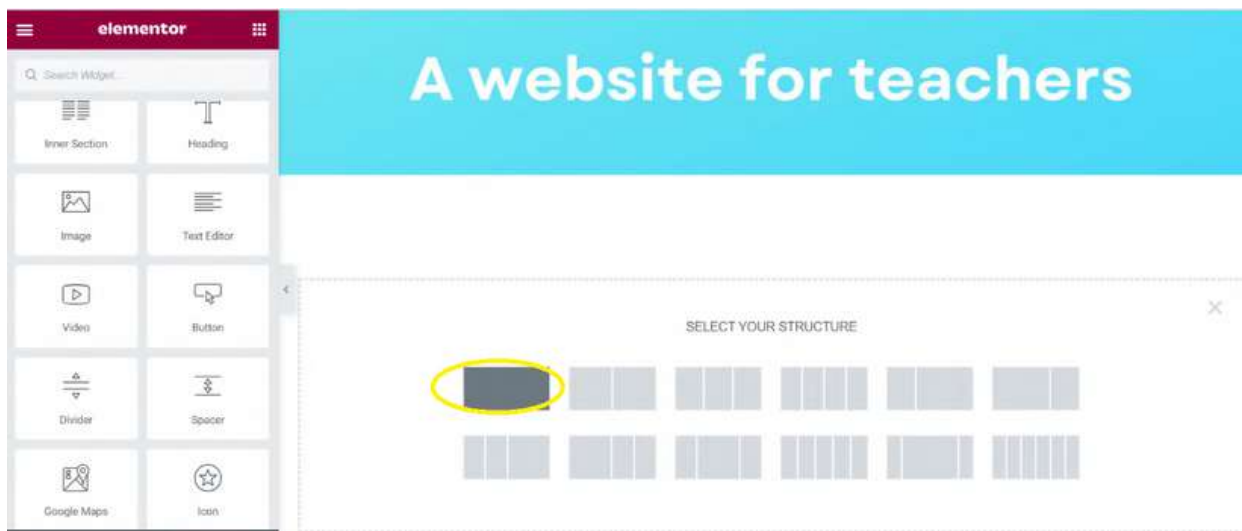




Select the '+' button to add a new section to the page

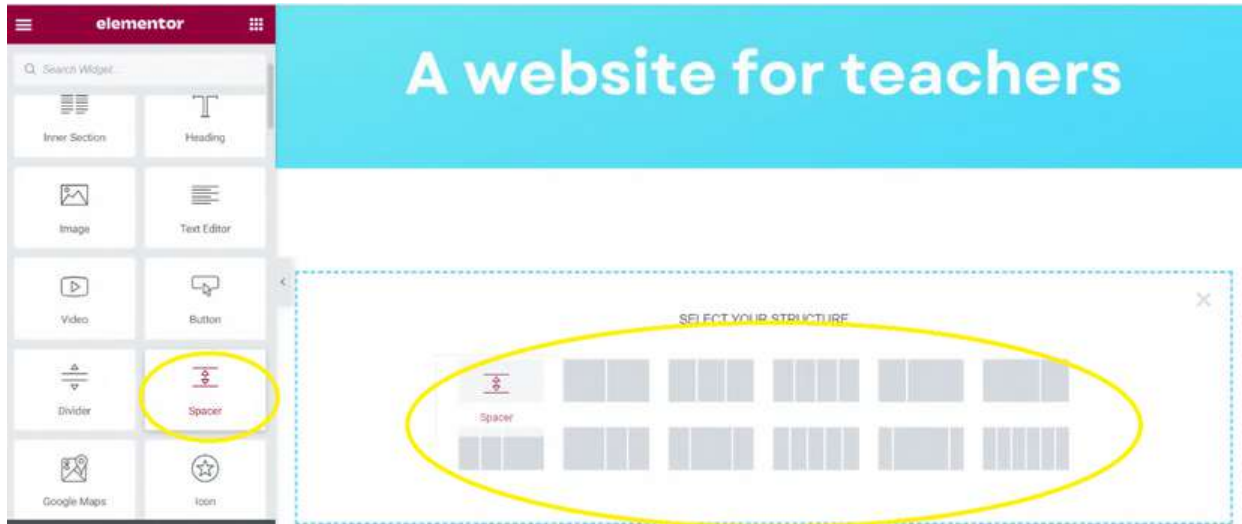


Select how many columns you wish to have in this section. For this exercise we will select one

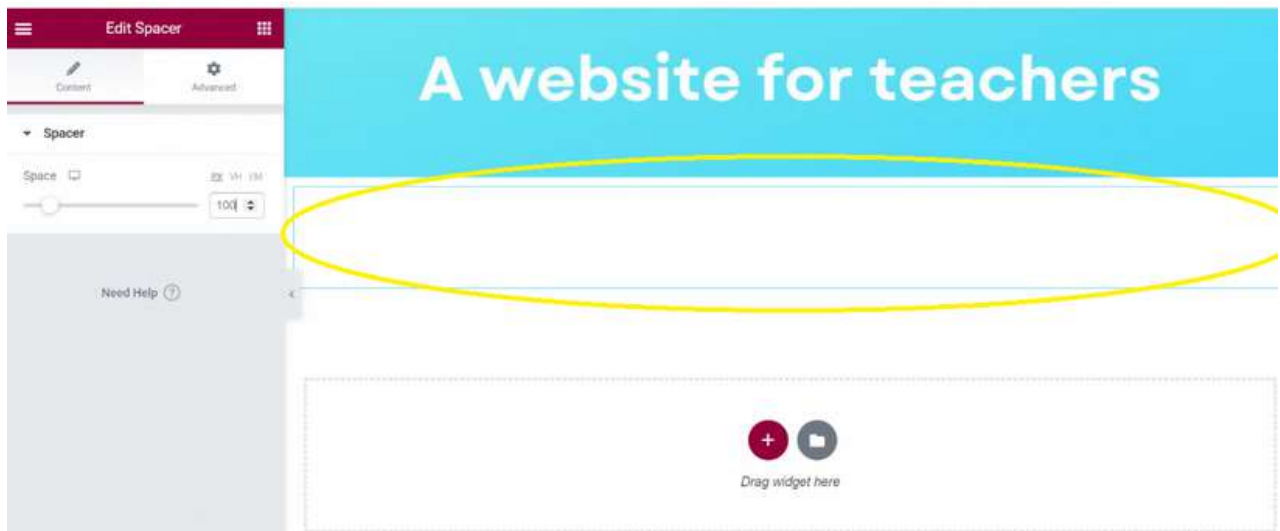




On the left, click and hold spacer, and drag it to the new section

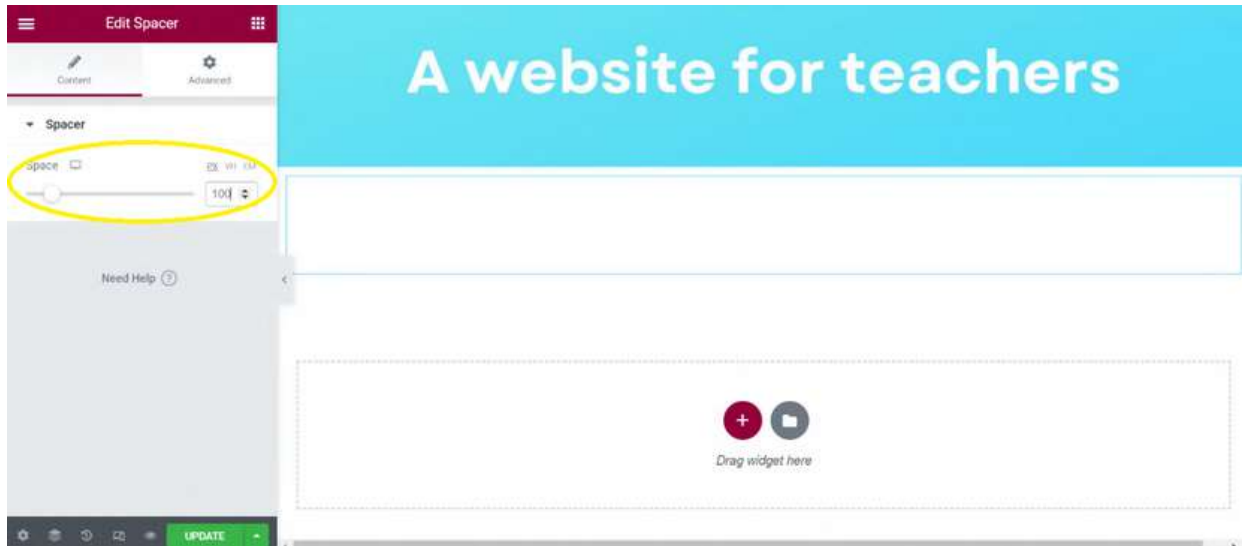


The spacer will then show

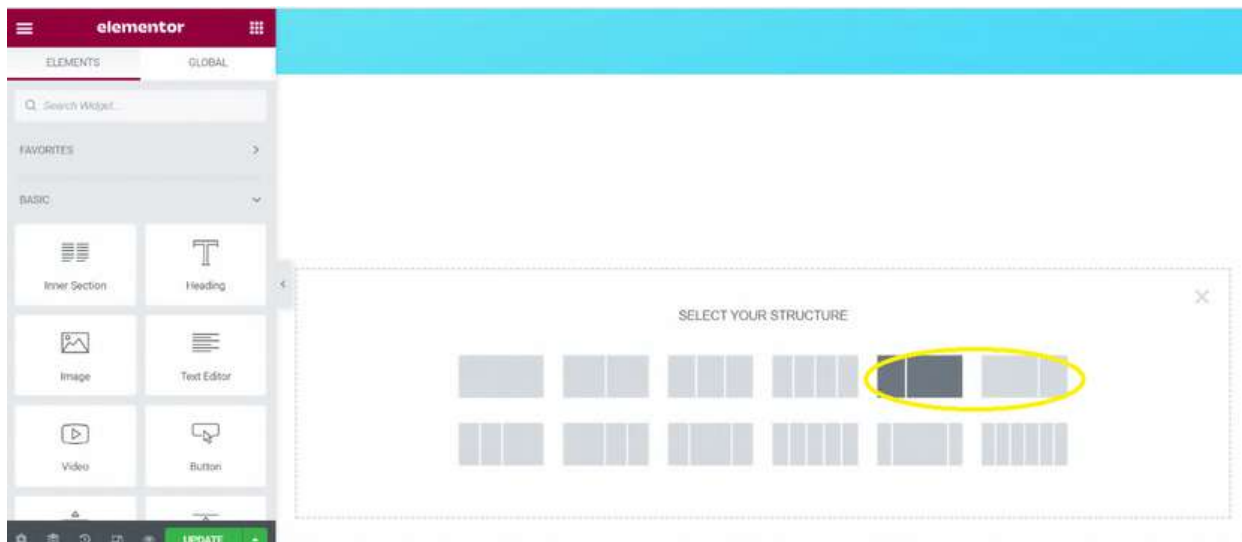




You can change the height of your spacer

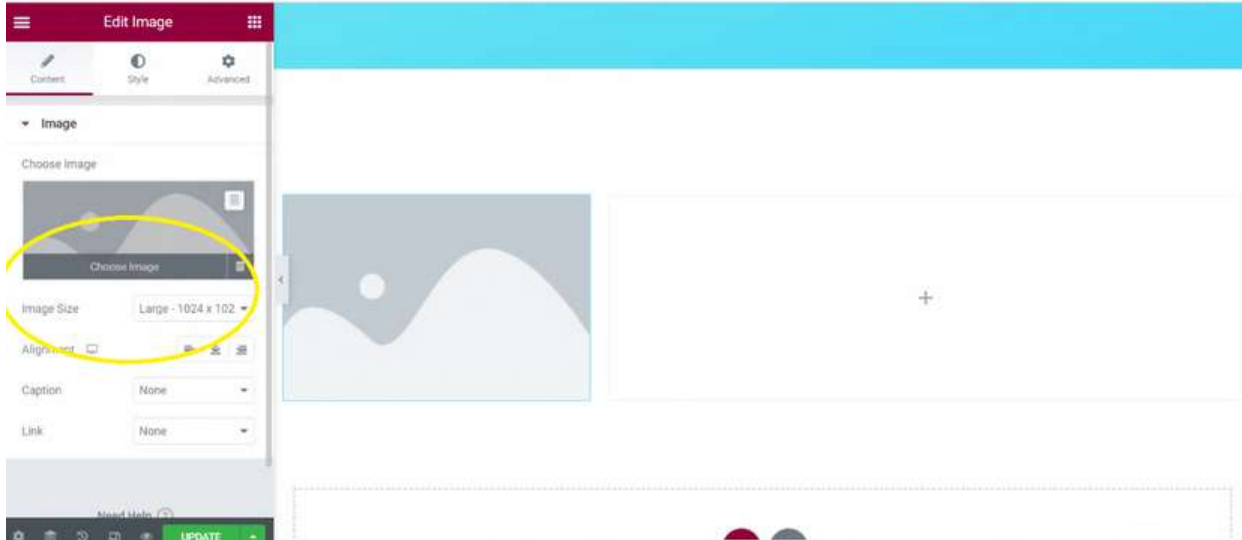


Follow the same process to add the download image and text, this time selecting two columns

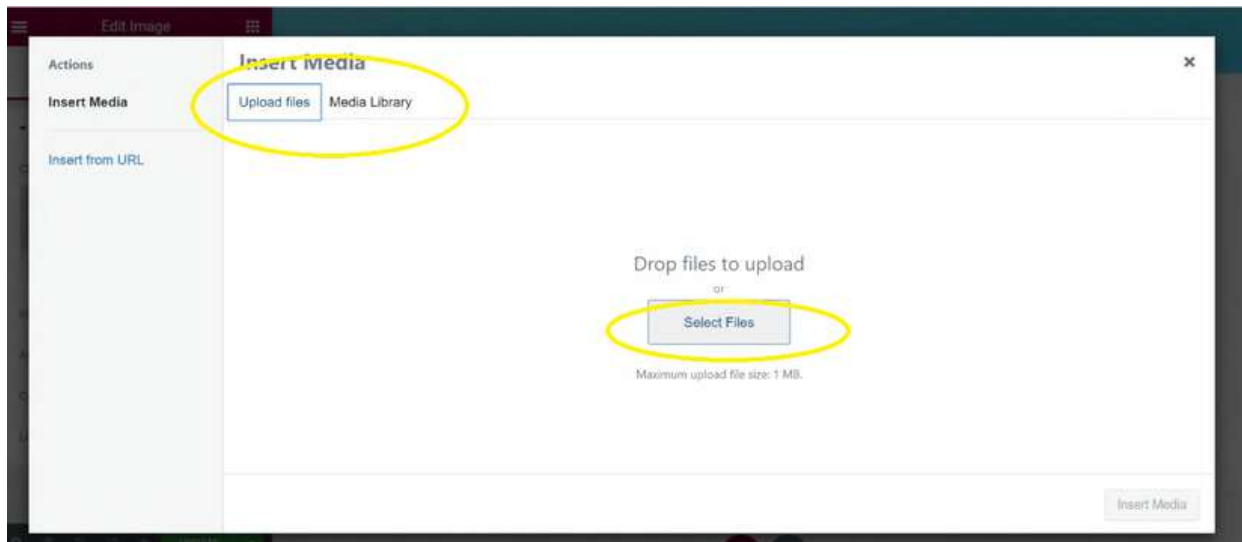




To add an image, select 'choose image'

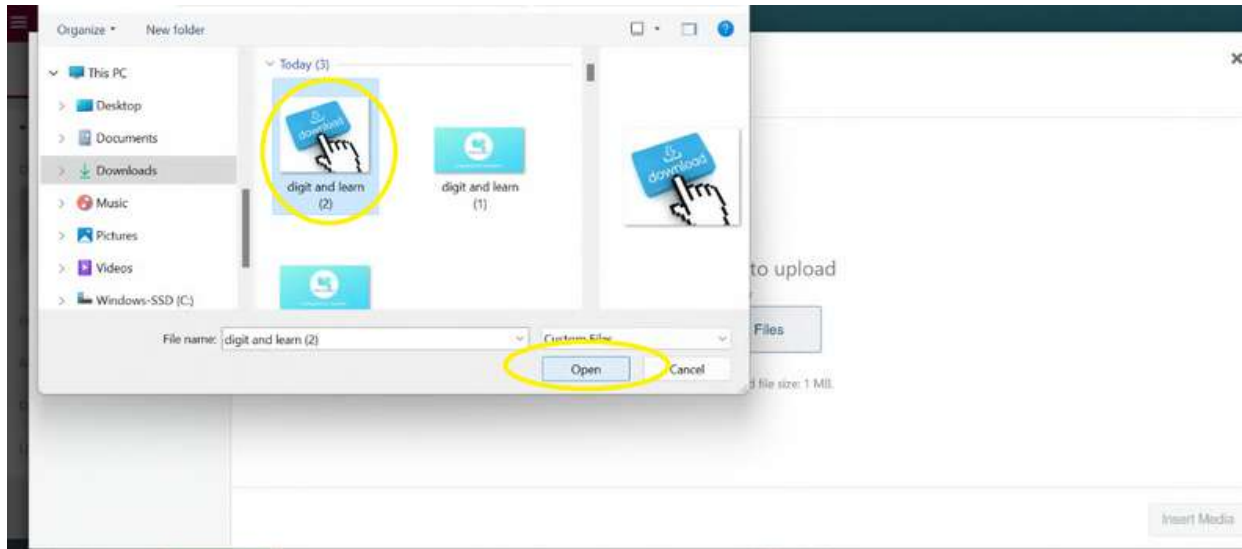


Click 'upload files', then select your file

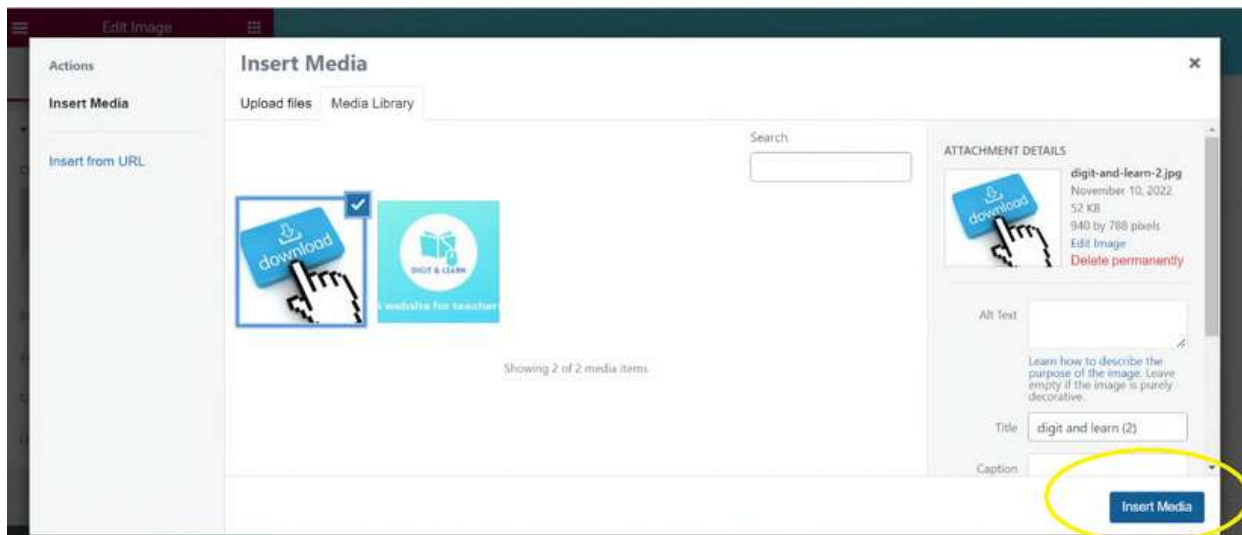




Select the image you wish to upload from the 'download image' file

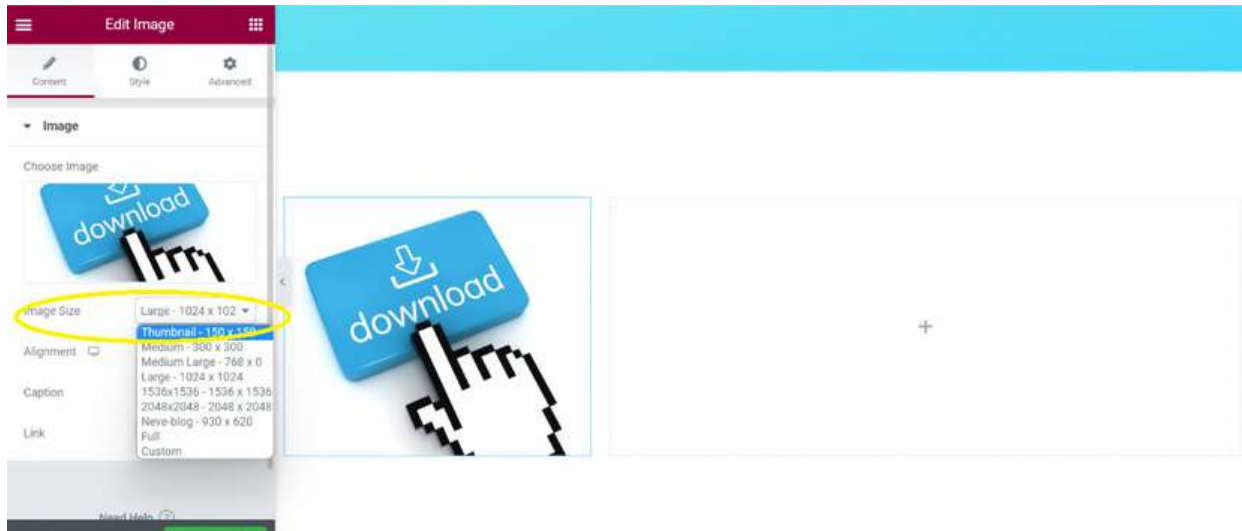


Ensure the image is selected and click 'insert media'

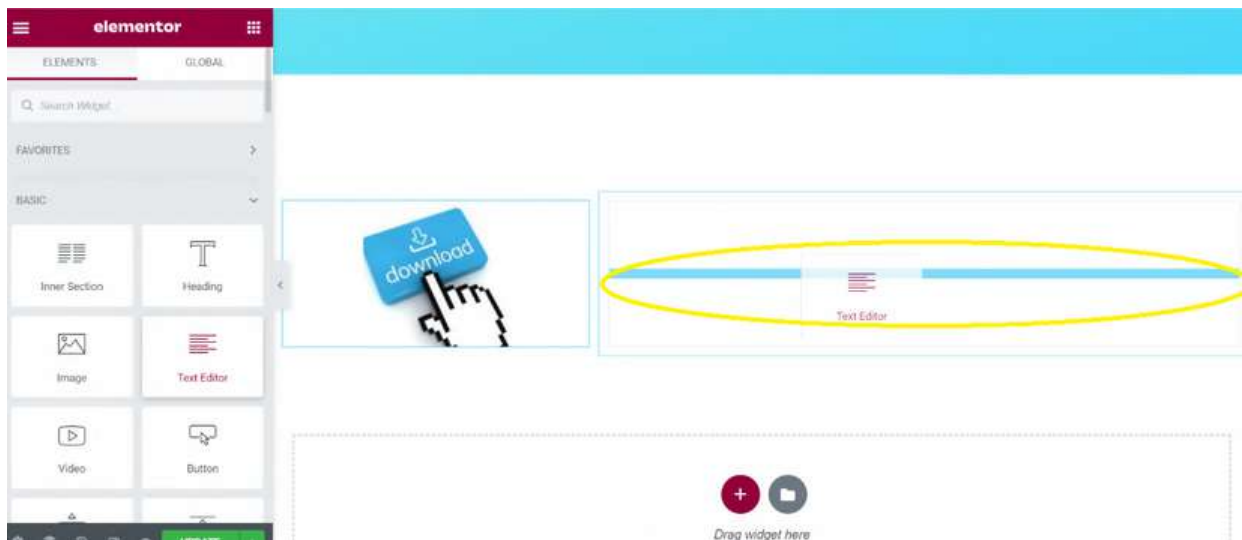




The image will then show on your webpage. You can change this to whatever size you wish

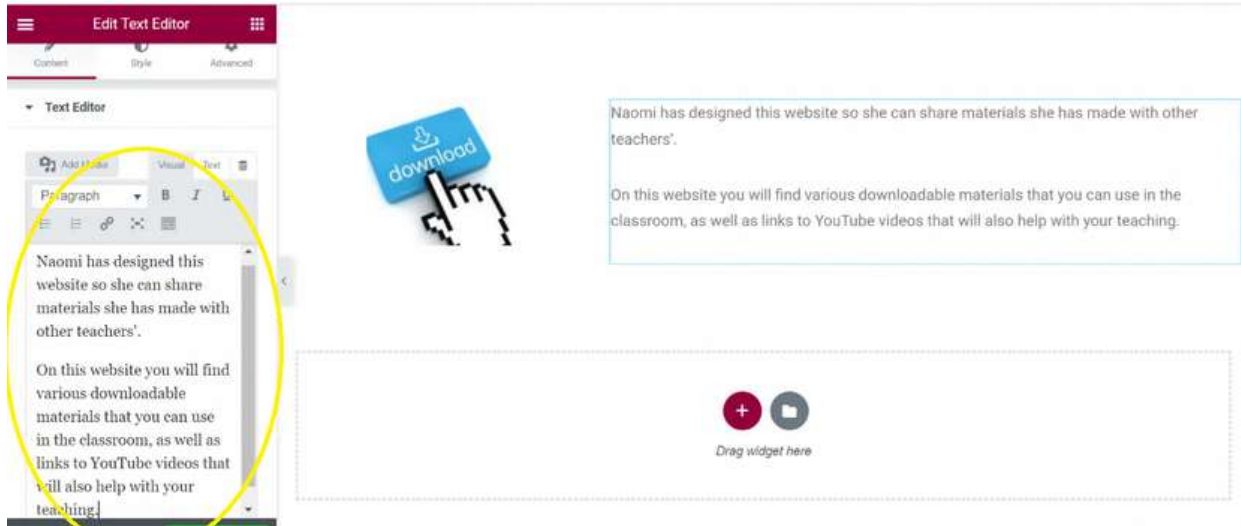


Go through the same process and insert a text box

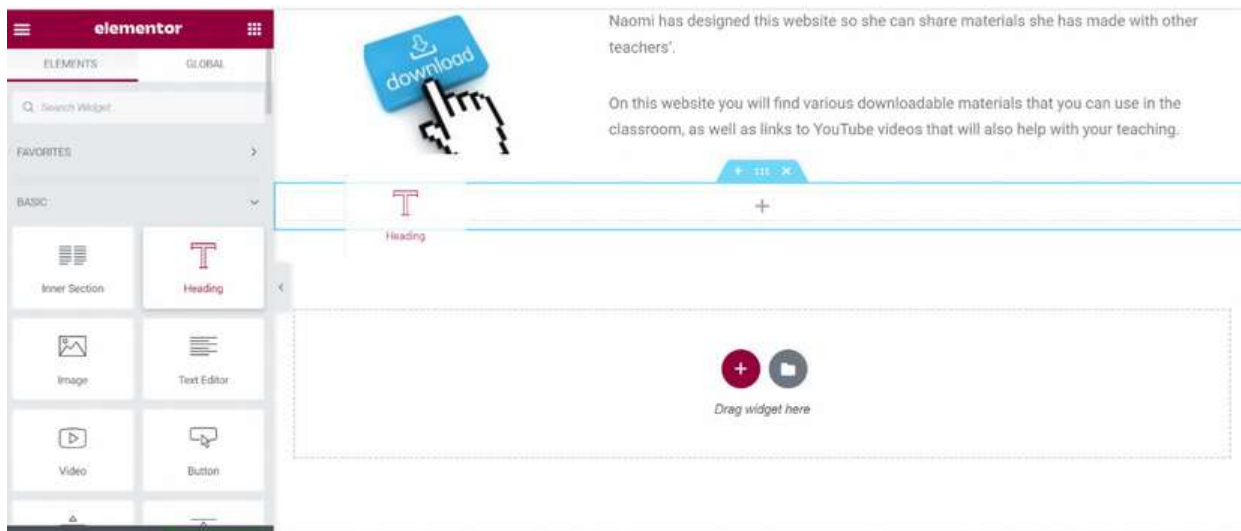




Enter your own text, typing in to the box on the left hand side under 'edit text editor'



Add a heading





Type text in to your heading

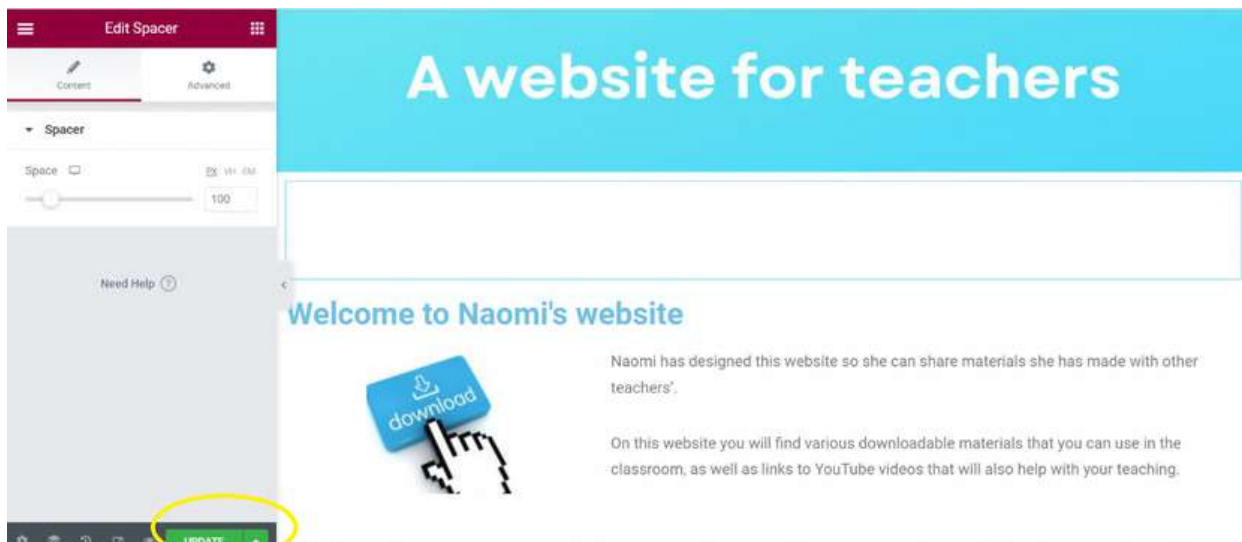
The screenshot shows the 'Edit Heading' interface. On the left, there is a sidebar with tabs for 'Content', 'Style', and 'Advanced'. Under the 'Content' tab, the 'Title' section is active, showing a text box containing 'Welcome to Naomi's website'. Below this, there are fields for 'Link', 'Size' (set to 'Default'), 'HTML Tag' (set to 'H2'), and 'Alignment'. On the right, the main editing area shows a blue heading box with the text 'Welcome to Naomi's website'. Below the heading box is a large dashed rectangular area with a red plus icon and a grey minus icon, with the text 'Drag widget here' below them. A blue 'download' button icon with a hand cursor is positioned above the heading box.

To move the heading to the top of the page, click and drag the button with six dots

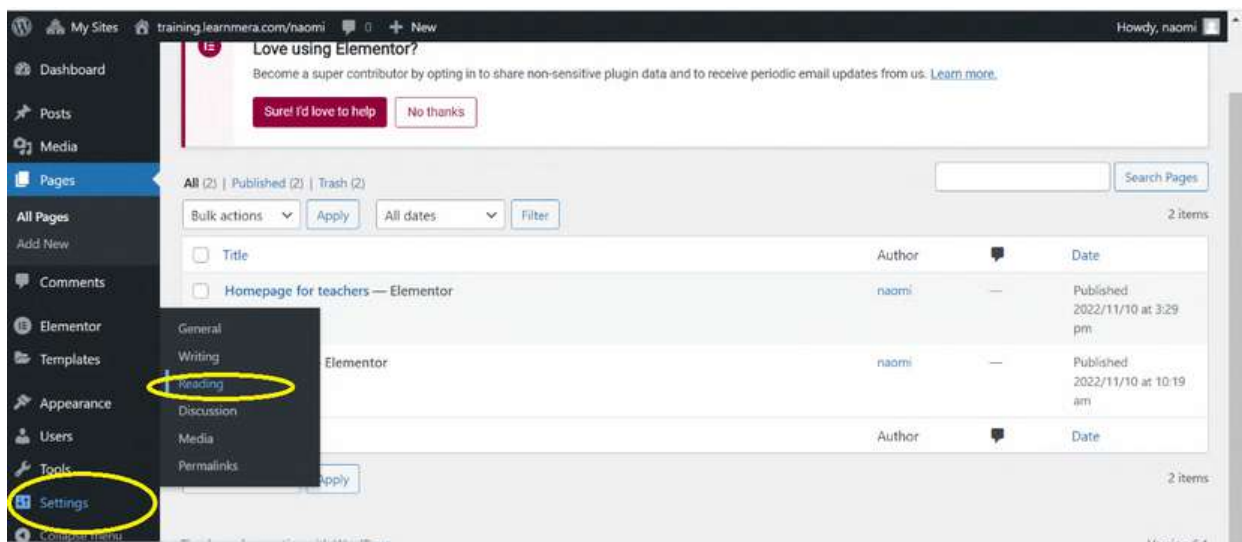
The screenshot shows the 'Edit Heading' interface after the heading has been moved. The heading 'A website for teachers' is now at the top of the page in a large blue box. The sidebar on the left remains the same. The main editing area now shows the heading box at the top, followed by the 'download' button icon, and then the text 'Naomi has designed this website so she can share materials she has made with other teachers'. Below this text is another paragraph: 'On this website you will find various downloadable materials that you can use in the classroom, as well as links to YouTube videos that will also help with your teaching.' At the bottom of the page, the heading box 'Welcome to Naomi's website' is visible, and a button with six dots is highlighted with a yellow oval.



Your page should then look like this. Add a spacer below the text to add space between the pages content and the footer. When you are happy with your homepage, select 'update' to save changes

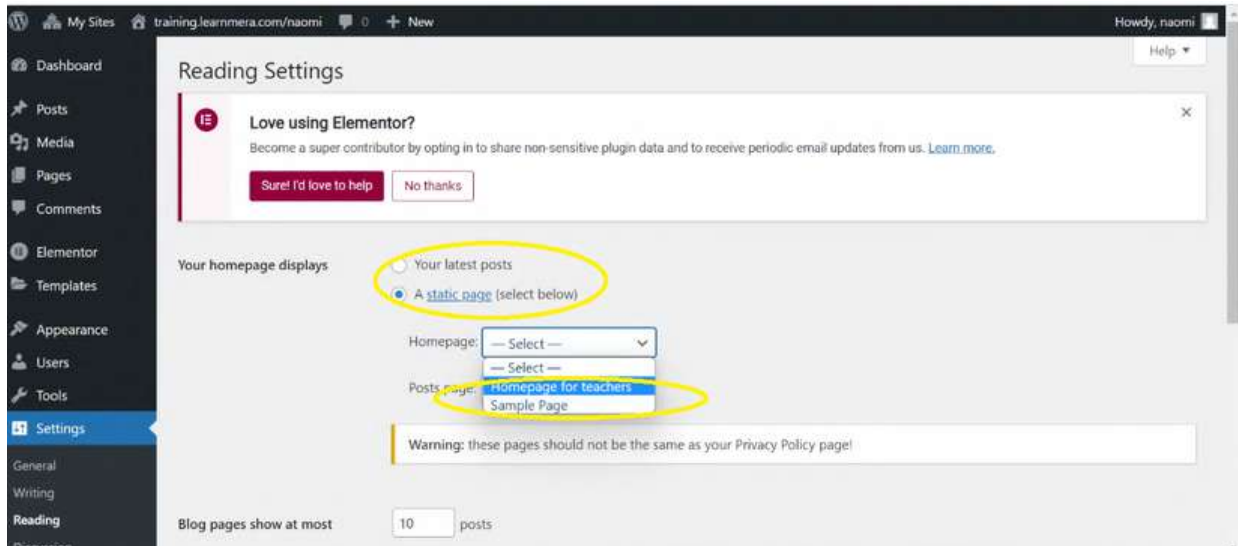


We now need to set this page as the homepage. Go to the dashboard and select 'settings' then 'reading'

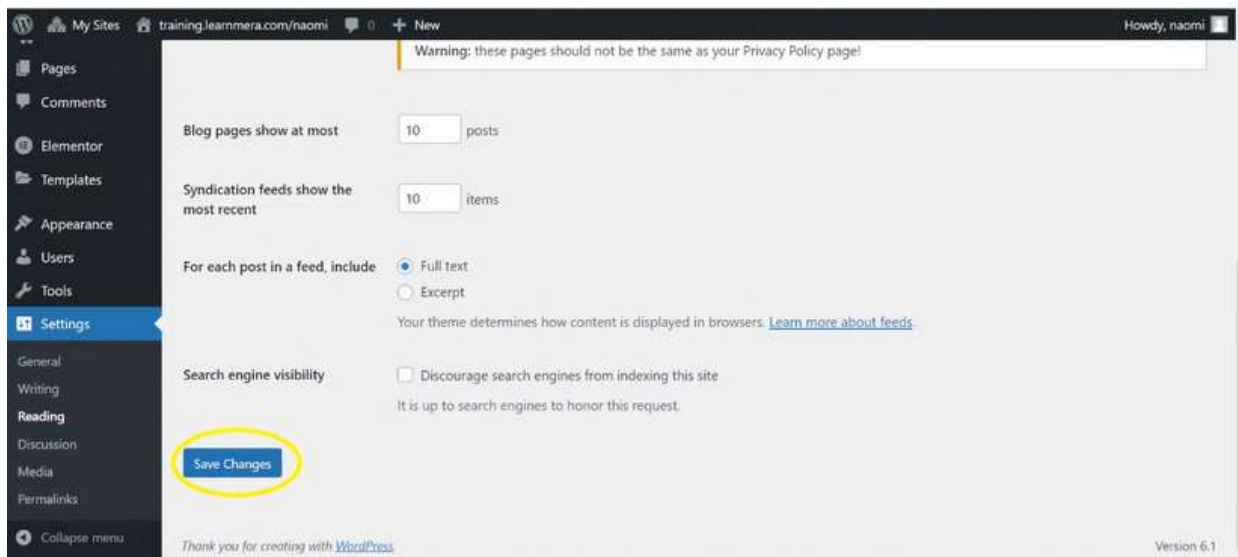




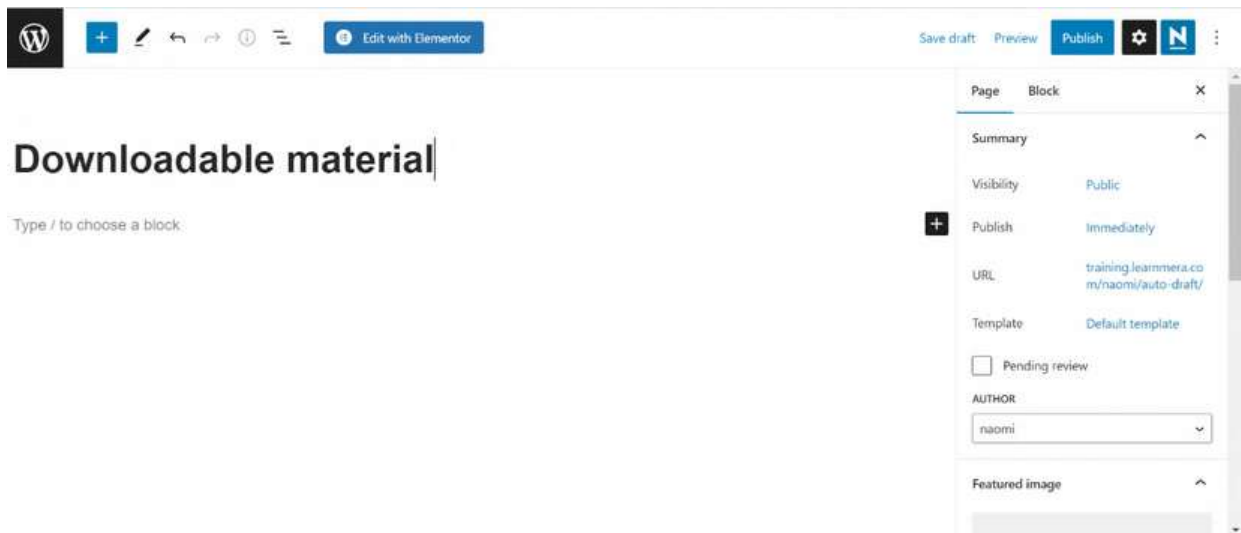
Ensure 'a static page (see below)' is selected , and choose the name of the page you wish to set as your homepage



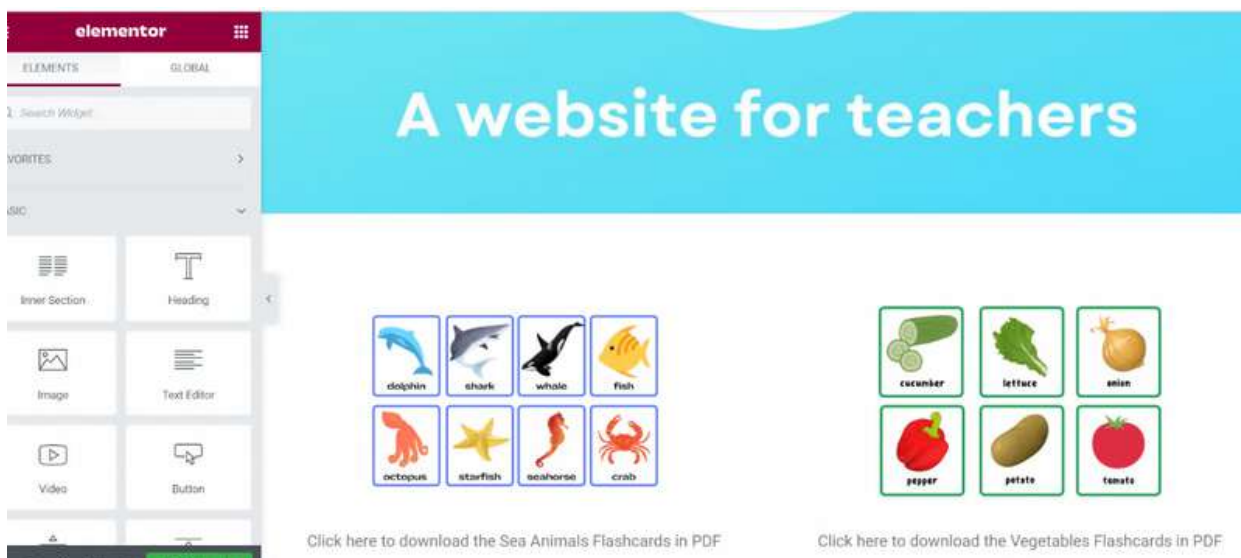
Click on 'save changes'



Repeat the earlier stages to create a second page and call it 'downloadable material'

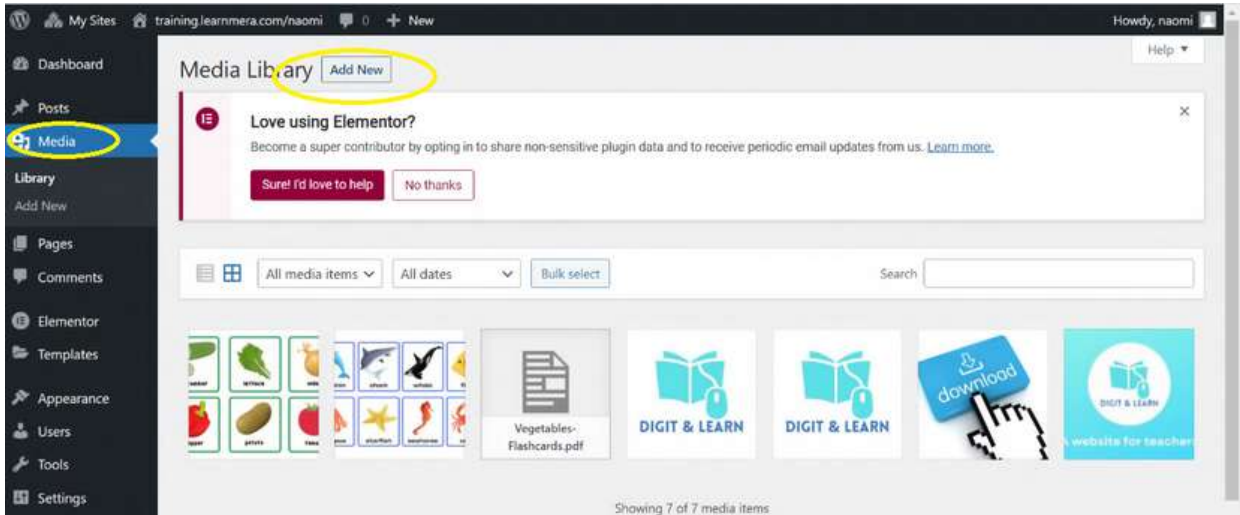


Edit the page with Elementor and try to create something similar to the below. With two images showing the flashcards, with text to download in PDF

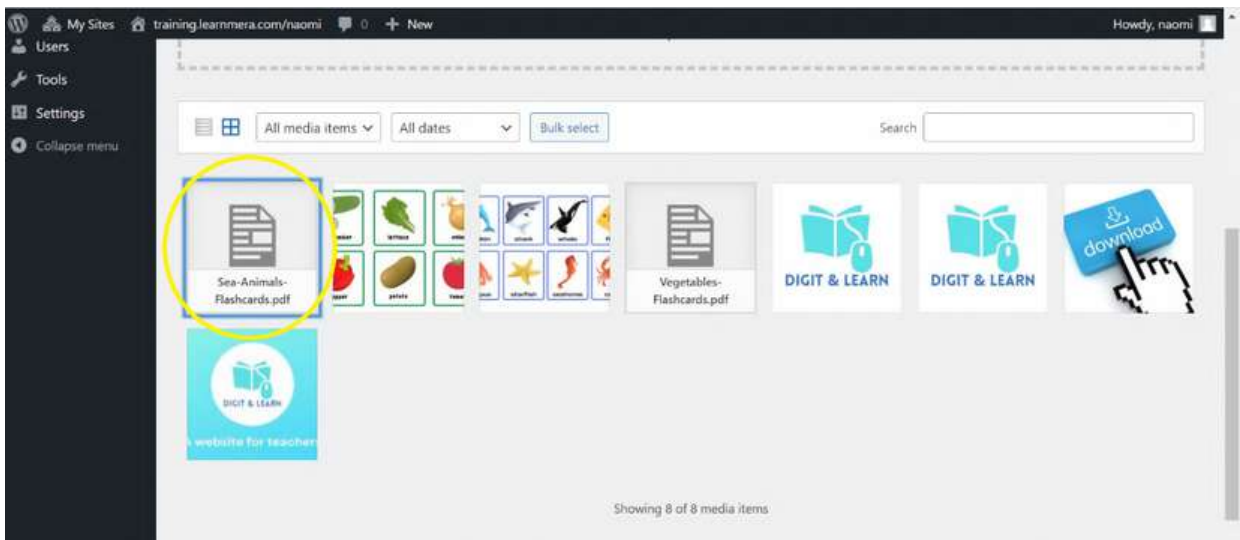




To add the link to download the PDF, follow these steps. Go to the dashboard, select 'media' then 'add new'

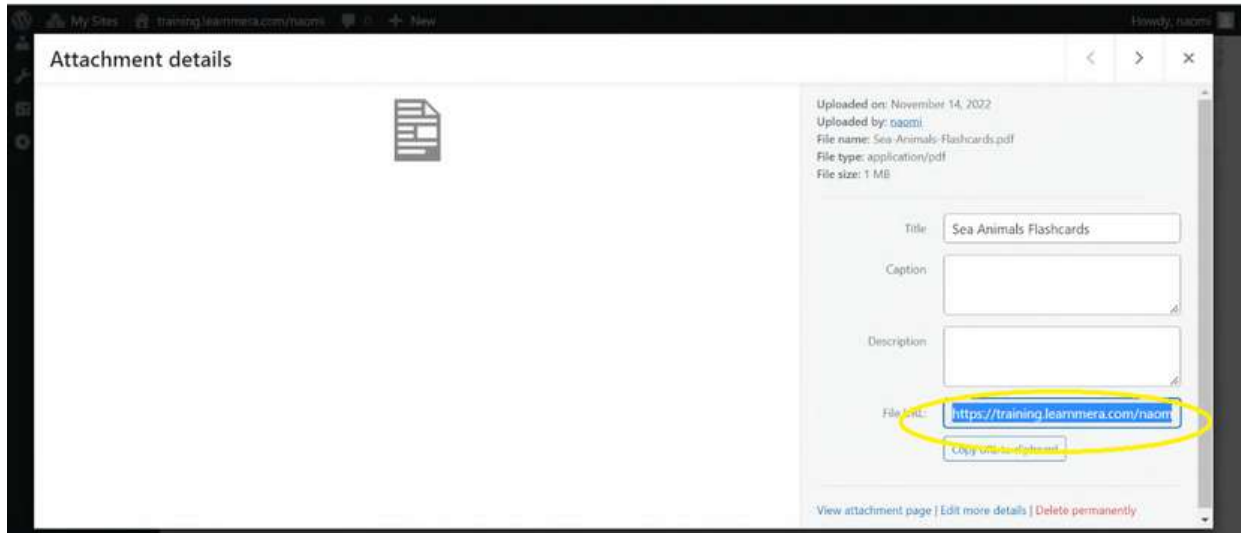


Click on the file once it has uploaded

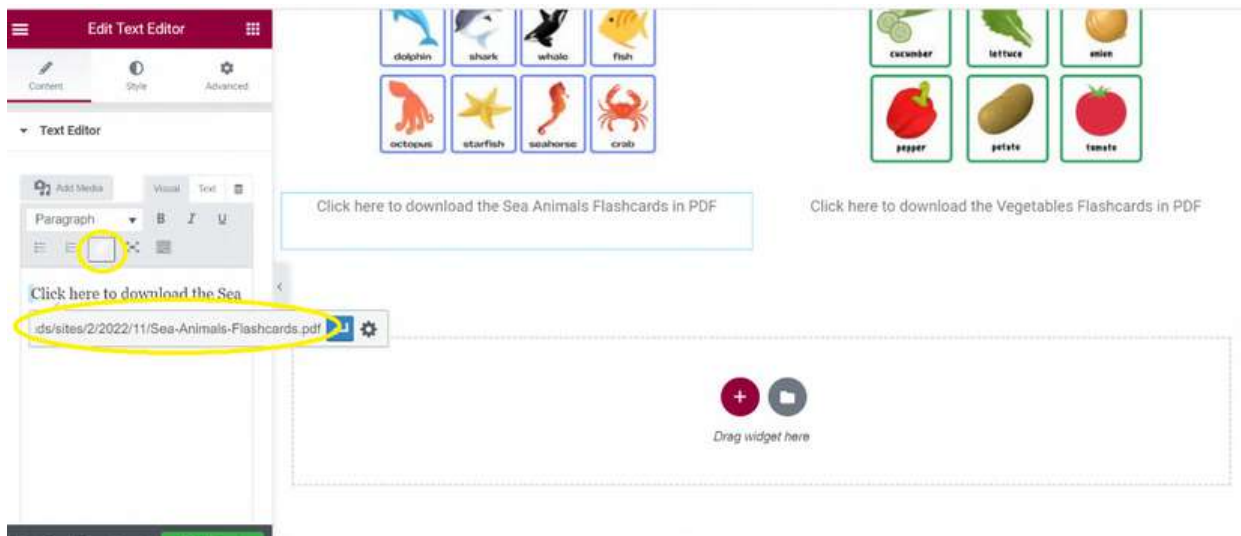




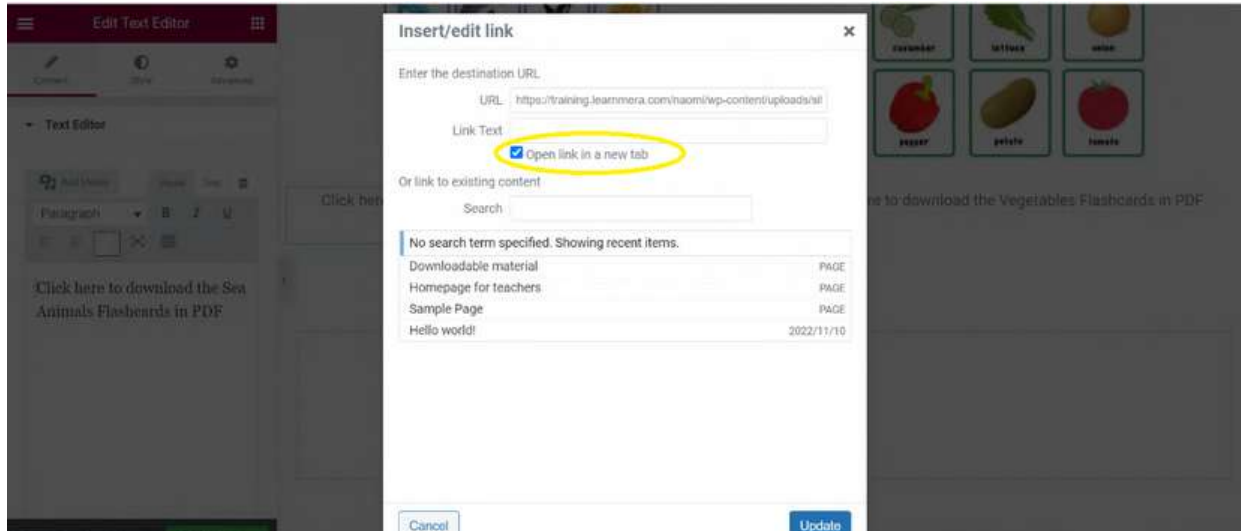
Select and copy the 'file URL'



Select the text box, click the link button, and paste the file URL.



Change the settings so the PDF opens in a new tab

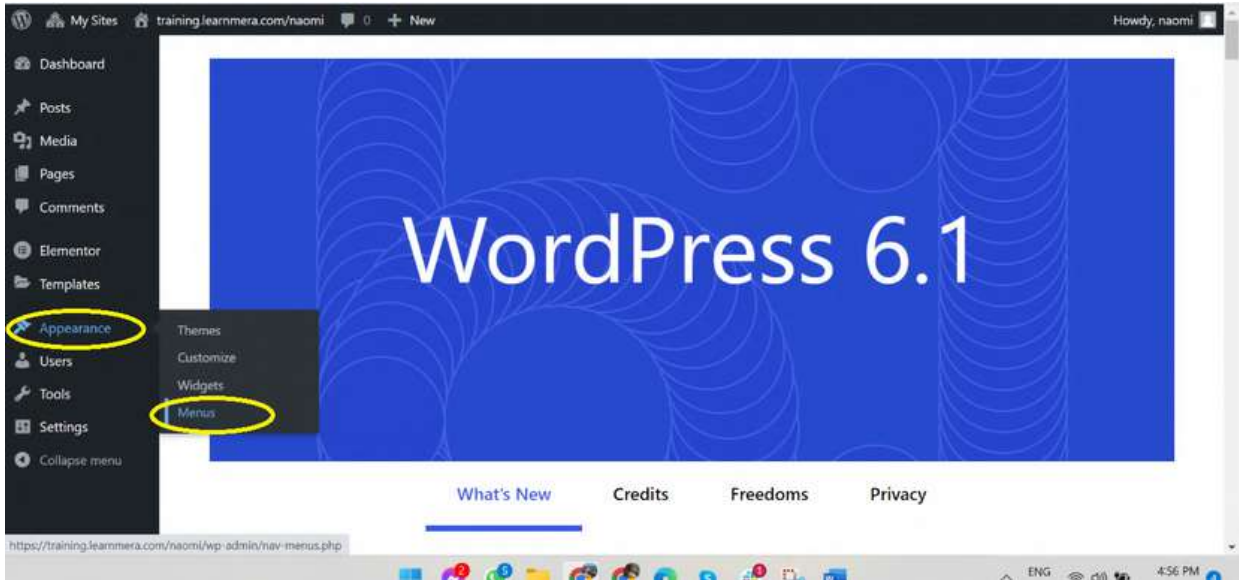


Repeat the process for both PDFs. Make your page your own, by adding spacers, headings etc. Have a go at adding a YouTube video, changing this so it auto plays, plays on mobile and loops. Here is an example of how the page will look

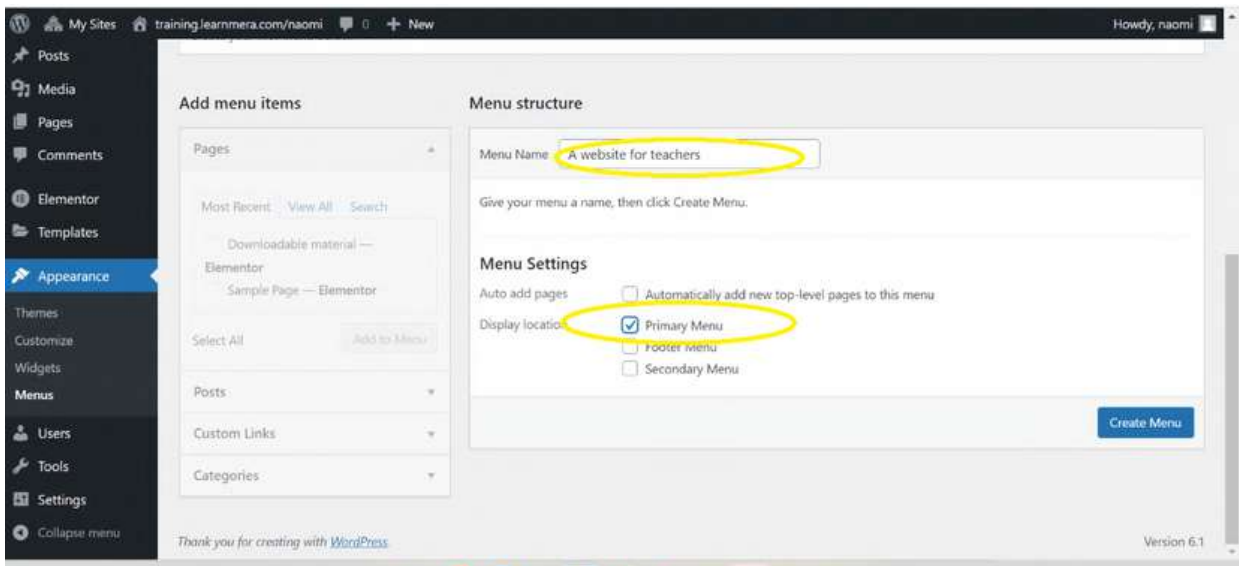




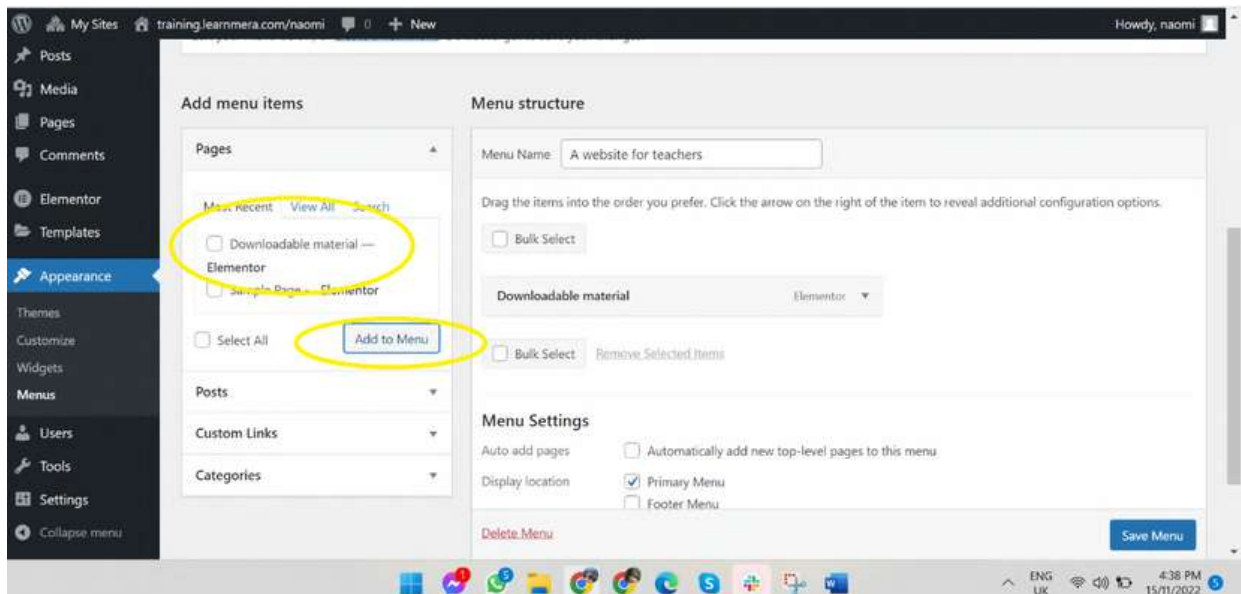
The final stage is to add your 'downloadable material' page to the website menu. On the dashboard go to 'appearance' and 'menus'



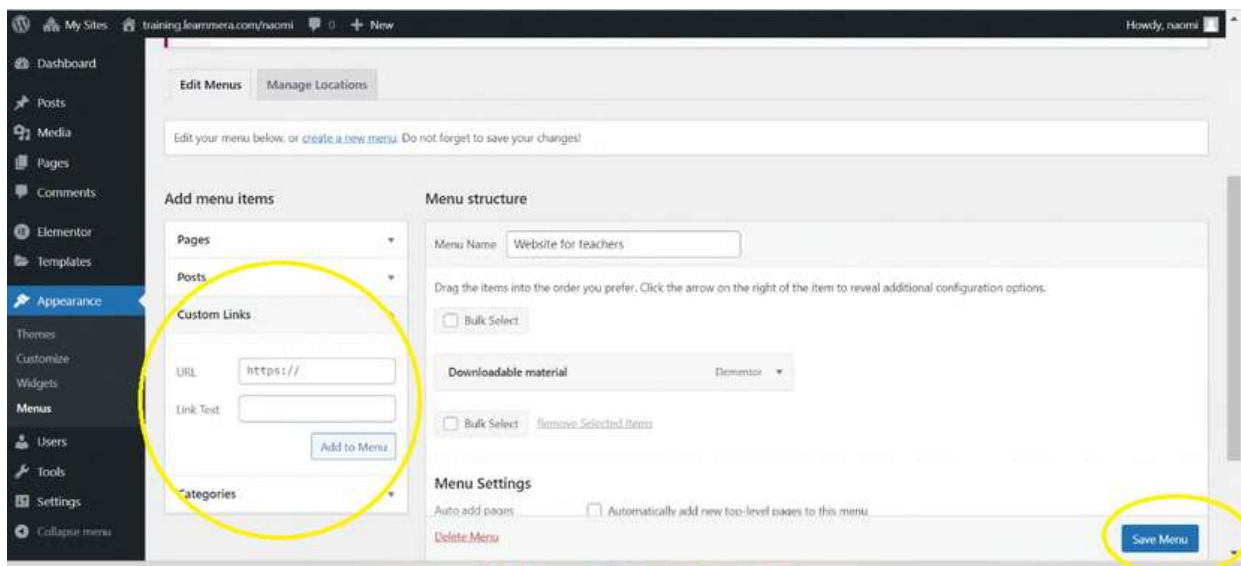
Give your menu a name and tick the 'primary menu' box



Tick the box of the page(s) you wish to add, then select 'add to menu'

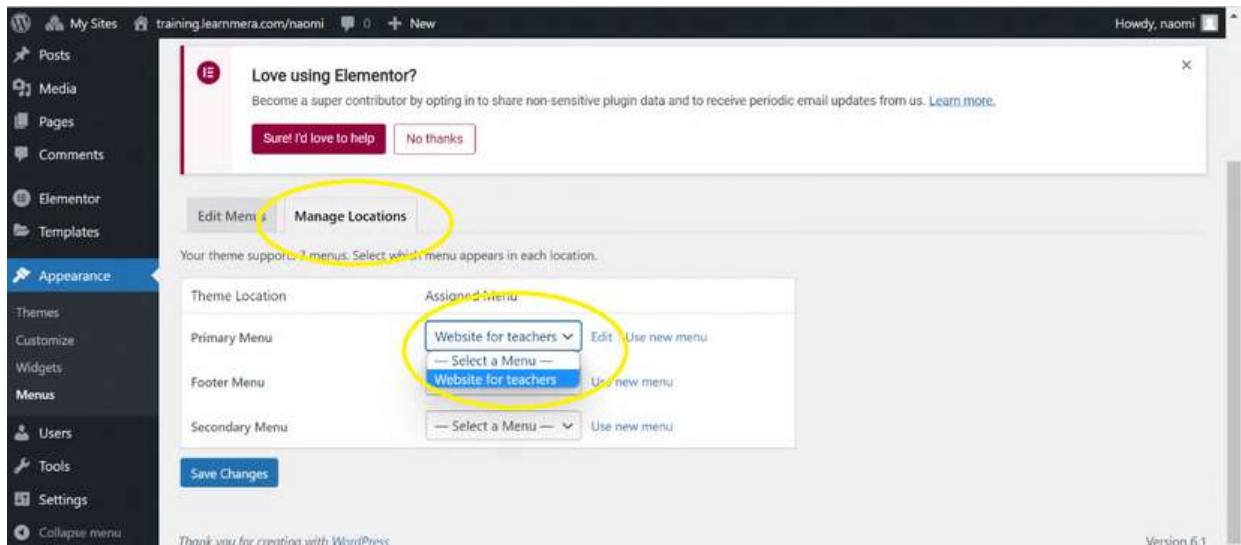


A button for the home page will not automatically appear on the menu. To add this, click on 'custom link' and add the home page URL and the text you wish to appear for the home page. Select 'save menu'

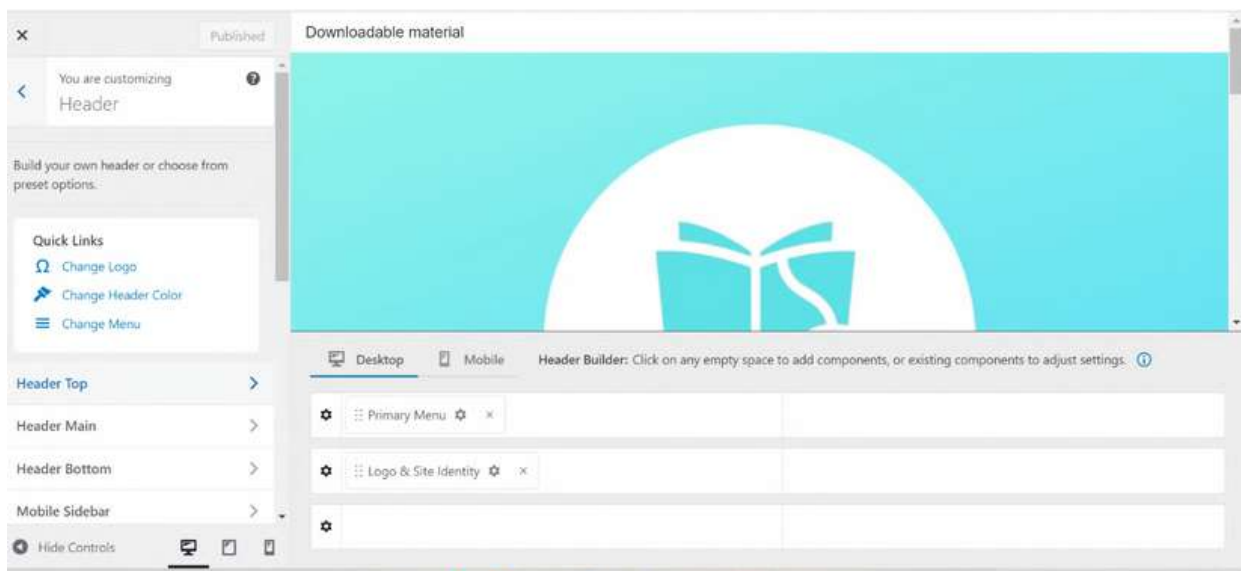




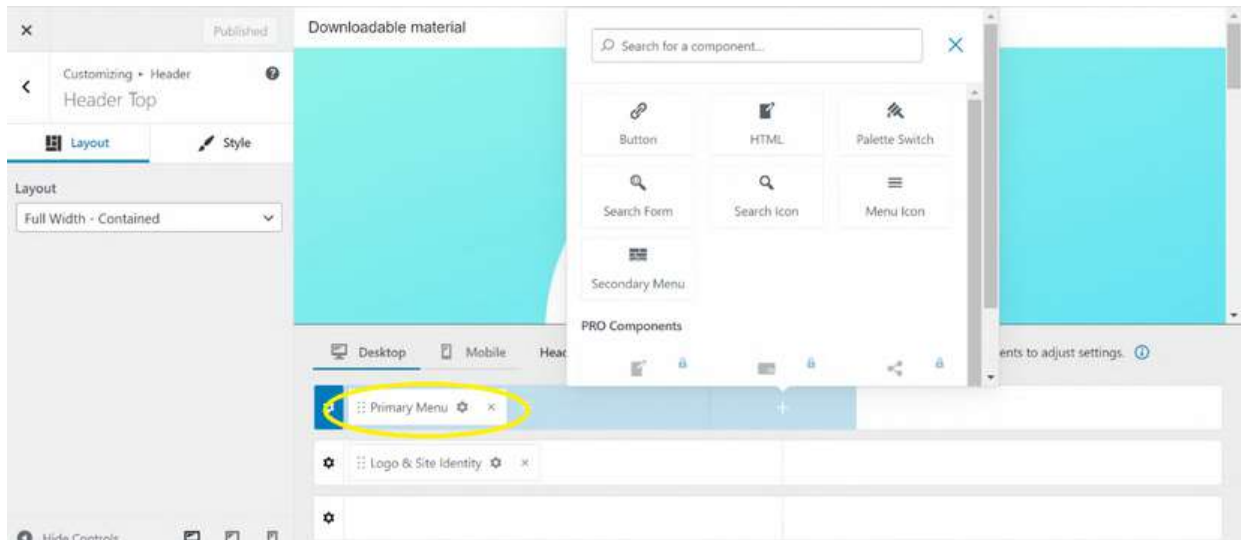
Click on the 'manage locations' tab under 'primary menu' choose the menu you wish to add



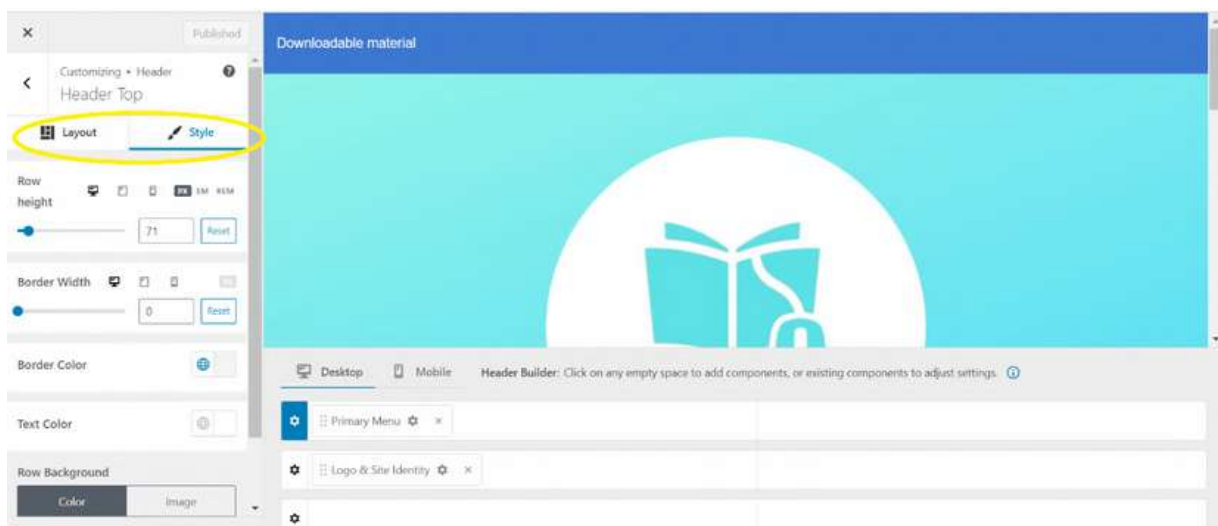
You will notice that the menu hasn't yet appeared on your website. To make this visible, select 'appearance' then 'customise'. Choose 'header' then 'top header'



Click in the empty space and select 'primary menu'



You can then change the colours etc of your menu, selecting 'publish' when you have made all your changes



- End of workshop -



EXPERT

7 – VR Literacy and Features

ICE – BREAKING ACTIVITY “THE CHAOTIC JUGGLING MACHINE”

Category	ICE Breaker
Timeframe	20-30 Mins
Learning outcome	Teambuilding, icebreaking, remembering the names of the people in the group, brain stimulation, improving hand-eye coordination and reflex, increasing the energy level.
Materials	<p>Materials: juggling balls (or other balls suited to the palm size of the players, easy to throw and catch with one hand)</p> <ul style="list-style-type: none"> - As many balls as players - Preferably the balls in different colours
Procedure	<p>Instructions:</p> <p>The warm up phase:</p> <ul style="list-style-type: none"> • Players standing in a circle, facing the middle • One player (the facilitator) holds one ball and has a bag or a basket with the rest of the balls in front of them • The facilitator says the name of another person in the circle and throws the ball towards this person • The next person says the name of another person in the circle and throws the ball towards that person, and so on • It’s important to remember the name of the person that you throw to! • After throwing the ball to someone else the player crosses their arms on the chest • Players keep saying names and passing the ball between each other (every time crossing their arms on the chest after having thrown the ball to another person)



- You cannot throw the ball to a person with their arms crossed on the chest
- The last person without their arms crossed throws the ball to the facilitator
- → The game phase:
- Similarly, as in the warm up phase, the players will keep passing the balls between each other
- During the game players don't cross their arms on the chest
- Every one should always pass the ball to the same person as in the preparation phase
- First round:
 - The facilitator starts the game by passing the ball to the second person
 - The second person passes the ball to the third person, and so on
 - When the ball gets back to the facilitator, they ask the group if they think they would manage to have two balls being passed around at the same time
 - In the following rounds each player can have maximum one ball in their hands at a time (you shouldn't pass a ball to a person who has another ball in their hands at the moment)
 - If a player receives a ball when they already had one ball in their hands and they end up with two balls in their hands, they show the two balls to the previous person in the sequence, and the person that passed the second ball too early has to do a squat as a "punishment"
 - You cannot pass a ball to a person which is doing a squat at the moment
- Second round:
 - The facilitator starts the game by passing the first ball to the second person, just like before
 - While the first ball is being passed around, the facilitator introduces the second ball into the game by passing it to the second person, so two balls are being passed around at the same time
 - When the first ball gets back to the facilitator they put it down, the same with the second ball
 - The facilitator asks the group if they think they would manage to have three or more balls being passed around at the same time
- Third round:
 - The facilitator starts the game by passing the first ball to the second person, just like before



	<ul style="list-style-type: none"> - While the first ball is being passed around, the facilitator introduces a second ball into the game by passing it to the second person, and after a third ball, so three balls are being passed around at the same time - The facilitator keeps adding the balls until the group manages to pass the balls around - At any moment the group can have a discussion on the strategy and the specific things they could improve <ul style="list-style-type: none"> • Fourth round: <ul style="list-style-type: none"> - The facilitator presents the special ball (it has to be easy to distinguish it from the regular balls, for example by the colour) - When the special ball will appear in the game, instead of throwing it like all the other balls you have to roll it on the ground (you can also invent a different rule for the special ball) - Like in the third round, the facilitator starts the game and keeps adding more balls - The facilitator introduces the special ball at any time that they want - The ultimate challenge of the game is to reach the number of balls being passed at the same time which will be equal to the number of the players minus one (for example 15 balls if there are 16 players including the facilitator)
<p>Indications or suggestions for the trainers (if any)</p>	<p>None.</p>

TEAM BUILDING ACTIVITY “TOGETHER WE REACH FUTHER ”

<p>Category</p>	<p>Team Building Activity</p>
<p>Timeframe</p>	<p>60 mins</p>
<p>Learning outcome</p>	<p>Developing trust and reliance on team members. working together in a hand-to-hand atmosphere Build a stronger team spirit and cooperation</p>
<p>Materials</p>	<p>Bibs, footballs, small balls.</p>



Procedure

The Trainer will divide the participants in two or four teams. Each team has its own “base” in one of the two sides or four corners of the square field. In the middle of the field, the Trainer will spread coloured small balls inside a hoop.

The Trainer will explain the purpose of the game and the rules:

For each round, each group should choose one member to take the challenge set by the Trainer. The rest of the team is supporting and cheering their teammate in order to complete the challenge.

Challenge one: One representative per team will walk/run to the middle of the field and pick only one ball at the time from the hoop trying to gather as many as balls as possible.

Challenge two: One representative per team will go side walking to the middle of the field and pick only one ball at the time from the hoop trying to try to gather as many as balls as possible.

Challenge three: One representative per team will start from a sitting position and walk/run to the middle of the field, sit down and pick only one ball at the time from the hoop trying to try to gather as many as balls as possible.

Strategy moment: the Trainer will give 5 minutes to the teams in order to develop a strategy before the third round (5 min). Third round: participants will play with the rules of challenge two, putting into practice the strategy they decided in step 6 (15 min).

Variation:

The Trainer can adapt variations according to the level of the group.

- All members of the team take turns in the challenges
- Each team can have a colour assigned. In this case, team representatives will have to pick only the balls of the colour of the team. If they pick up a ball of the wrong colour, they will have to go back to their team area and then try again.
- Team members can be blindfolded for one round.
- Instead of the colour, the Trainer can use balls of different materials/textures.



The trainer should always introduce the easiest version of the activity first and then can move on to the different variations according to the level of the participants.

During the workshops, the trainer always needs to be supportive and ready for intervention in case of an emergency.

Specific attention should be given to the debriefing/evaluation at the end of each workshop.

At the end of the session the Trainer will have a debriefing with all the participants to receive their feedback regarding the workshops.

Debriefing:

The Trainer will engage the participants in a debriefing session, using visual material with pictures, emojis etc. (10-15 min).

Questions:

- How did you feel in this workshop?
- For the members doing the challenges: did you feel supported by your team?
- For the teams: did you feel frustrated during the challenges? Do you think that you were capable of supporting your team member?
- How did you choose the member that should do the challenge?
- How did you come up with a strategy?

WORKSHOP ACTIVITY "A VIRTUAL FUTURE"

Category	Expert Workshop
Timeframe	40-70 mins
Learning outcome	<ul style="list-style-type: none"> • Identifying the Virtual reality and augmented reality • Raising awareness about the applications and implementations of VR within different contexts • Gather information from different participating countries about their participation in implementation and improvement



Materials	Flip charts, markers, internet and phones
Procedure	<p>Part one</p> <p>In this activity, the learners will first reflect on the following questions individually and then discuss in the group: Think about your daily life and work context:</p> <ul style="list-style-type: none">• Which of these hardware systems are new to you? Which have you never used?• In an ideal setting, which of these systems would you wish to use in your work (bearing in mind the specific learning outcomes you want to achieve)?• Which of these hardware systems do you use on a daily basis (both private and personal life)? In what ways do you use them? Are there any functions these systems have that you do not actively use? <p>Part two</p> <p>Form groups of a minimum of 3 people (minimum requirement of two groups). Within your group think of a typical situation within your company where you need to connect various devices, or think of a learning situation where that might be necessary. Then, choose at least three devices you can connect on the spot to form a Digital learning technology hardware system of devices (one device per learner EX: Phones) and decide on a file/media to transfer between the devices (video, image, PDF, etc.). Think of the compatibility and interconnectivity issues that might arise and discuss them within your group. Prepare short instructions, based on which another person should be able to effectively connect all devices into a setup. Now, swap setups between groups (group 1 receives at least three devices from group 2, and group 2 instructs group 1 on how to connect them in a setup and vice-versa). Discuss the experience within and between groups.</p>



8 – VR Content Development

ICE BREAKING ACTIVITY “MY REPRESENTATION OF VR”	
Category	Active methods of choosing and explaining representative features of pictures about Virtual Reality
Timeframe	15 - 20 minutes
Learning outcome	Working on one’s representations of the Virtual Reality by: <ul style="list-style-type: none"> • Discrimination • Introspection • Explication
Materials	MEach participant prepares, in the form of 2 images (photo, screen copy...), his/her representation of virtual reality. Participants should choose images referring to a positive and negative representation of virtual reality.
Procedure	<ul style="list-style-type: none"> • From a bank of images of their choice, the participants have 5 minutes to prepare two pictures that most evoke VR. • They deposit the 2 pictures on a collaborative slideshow: [https://docs.google.com/presentation/d/1e38klm5lNtkiECBFWKg4Cv7meZ6Z7rZi/edit#slide=id.p1]. • Participants drag parts from the side of their slide or insert their own [Insert, Image, Search]. • They can also copy and paste parts from slides #3-7 to create their representation of VR. • In the textbox, they write about themselves. • Then they explain their choice and tag it according to the criteria: positive or negative. <p>The debriefing consists in a confrontation of choices and their explanations. If possible, there will be a synthesis of the activity proposed by tags on collaborative slideshow.</p>



TEAM BUILDING ACTIVITY “THE MOON SURVIVAL”

Category	Practical activity (online or in-class activity). The activity can be also used as an energizer
Timeframe	40 minutes
Learning outcomes	<ul style="list-style-type: none">• The aim of this activity is to develop team problem solving skills. It has positive impact on team creativity, communication as well as group decision making.• Strengthening good collaboration in a team with positive energy.• Building argumentation and reasoning skills.• Presenting opinions as logically as possible.• Viewing differences of opinion as both natural and helpful rather than as a hindrance.
Materials	<ul style="list-style-type: none">• List of items printed• Notebook• Pen/pencil• Laptops• Video projector
Procedure	<p>The activity involves a trainer and 20 trainees (teachers of various specialities). The activity consists of two parts.</p> <p>Part 1 (10 minutes): Without communicating with the team members, each team member has to prepare their answers individually by ranking each item in order of importance and explain the reasoning. Each member has to place by number one the most important item, number two by second most important item and so on until number fifteen which should be the least important item.</p> <p>Part 2 (30 minutes): Then, split the participants into teams. Each team has to reach a common conclusion through discussion and argumentation, not through voting or statistical calculations. Each group must arrive at consensus.</p> <p><u>Instructions to the trainer</u></p> <p>Together with the group read the scenario:</p>



You are part of the spaceship crew heading for the moon. Your original mission was to land near your mother ship on the moon's surface and join the team there, but you experience severe mechanical problems which forced you to land about two hundred kilometers from the mother ship. Your ship and many of your supplies were damaged in the landing, so it's up to you and your team to decide what to bring with you as you attempt to make the journey on foot.

These are the items from your ship that are at your disposal:

1. A box of matches
2. Food concentrate
3. 50 feet of nylon rope
4. Parachute silk
5. Portable heating unit
6. Two .45 calibre pistols
7. 1 case dehydrated Pet milk
8. 2 hundred-pound tanks of oxygen
9. Stellar map (of the moon's constellation)
10. Life raft
11. Magnetic compass
12. 5 gallons of water
13. Signal flares
14. First aid kit containing injection needles
15. Solar-powered FM receiver transmitter

After reading the scenario and the list of items, order them from the least to the most important for survival. Allow yourself time for individual ranking (about 10 minutes).

After that, start the decision – making process **as a group**. Agree on a time limit for group decision (about 30 minutes). After you make the group decision, read the reasoning from the NASA experts here:

[Microsoft Word – MoonExercise.doc \(csuchico.edu\)](#)

You can compare your individual scoring and group scoring with NASA scoring to see how well you did.

Indications or suggestions for the trainers (if any)

Discussion at the end of the session

After revealing the correct answers and allowing teams to calculate their scores, record the team score and the lowest individual score from each team. Then ask the teams to think of the following questions:



	<ul style="list-style-type: none"> • How did your individual choices differ from your group choices? • How were you able to persuade your team members about your opinions? • How would you evaluate your team communication? • How effective was your group decision-making process? • What are the main take-aways from this activity for your team problem solving activity?
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WORKSHOP “VR CONTENT DEVELOPMENT”

Category	Practical Workshop
Timeframe	3 hours
Learning outcome	<ul style="list-style-type: none"> • To learn different applications of VR content in the classroom • To learn how to develop simple VR content in Unity
Materials	Projector/screen and laptop for trainer Laptop per participant
Procedure	<p>Activity 1: Thought for Food (1 hour)</p> <p>Participants are invited to navigate Seymour & Lerhn Immersive Classroom (https://www.seymourlerhn.com/schools/demo-classroom) to get an idea on how VR content works in the classroom.</p> <p>The trainer splits participants into three groups. Each group shall reflect and brainstorm on VR content development by developing a Mind Map (https://www.mindmaps.app).The trainer provides a list of questions to be considered.</p> <ol style="list-style-type: none"> 1. Present examples of VR applications in the classroom. 2. Which are the benefits of using VR in your lessons? 3. What would you need to start developing VR content in terms of hardware and software?



4. What could consist of VR content?
5. What are the technical requirements for creating VR content?
6. Are you aware of different ways or tools to create VR content quickly and easily?

At the end of the brainstorming activity, each group takes a turn explaining to all participants their ideas already captured in the Mind map.

At the end of group's presentations, the trainer shall run a debriefing session summarizing the main learning points from the session, from the group insights and explains how these learning points can be incorporated into the following activities.

Activity 2:

Animate 3D scans of real object as a base for VR content (30 minutes)

Participants work again into three groups

- Each group should scan an object they will select with the device camera (tablet or mobile phone).
- Upload the scanned photo to a specific software platform that processes the image, such as Matterport, Entiti Creation, YouVisit.
- Receive a 3D copy based on the media from that platform.

Activity 3: Introducing Unity for VR Content Development (1,5 hours)

The trainer will present to the participants a selection of VR contents developed with the software **Unity**.

Examples of projects created in Unity:

<https://unity.com/demos>

Then the trainer provides downloadable materials

<https://docs.unity3d.com/Manual/UnityOverview.html>)t

hat will enable groups to create their own project. Each group shall develop its own VR content after downloading the software

<https://unity.com/download>.

Group A: Design and animate a character

Group B: Create 2D Target Shooting Game

Group C: Create a runner game



Once the participants have completed the task, the trainer will give them the opportunity to ask any questions, or if there is anything specific that they wish the trainer to show them.

Present VR content developed (10 mins)

Each group presents their project to all participants.

Group discussion and evaluation (30 mins)

The trainer and participants will take part in a group discussion and talk about how they found the workshop, including challenges, how easy/difficult they found the tasks, how useful they feel this would be for teachers.

At the end of the workshop participants will complete an evaluation form providing feedback on the training format.

Further Resources

- Unity Main site
<http://www.unity3d.com/>
- Holistic Development with Unity
<http://holistic3d.com>
- Official Unity Tutorials
<http://unity3d.com/learn/tutorials>
- Unity Coder Blog
<http://unitycoder.com>

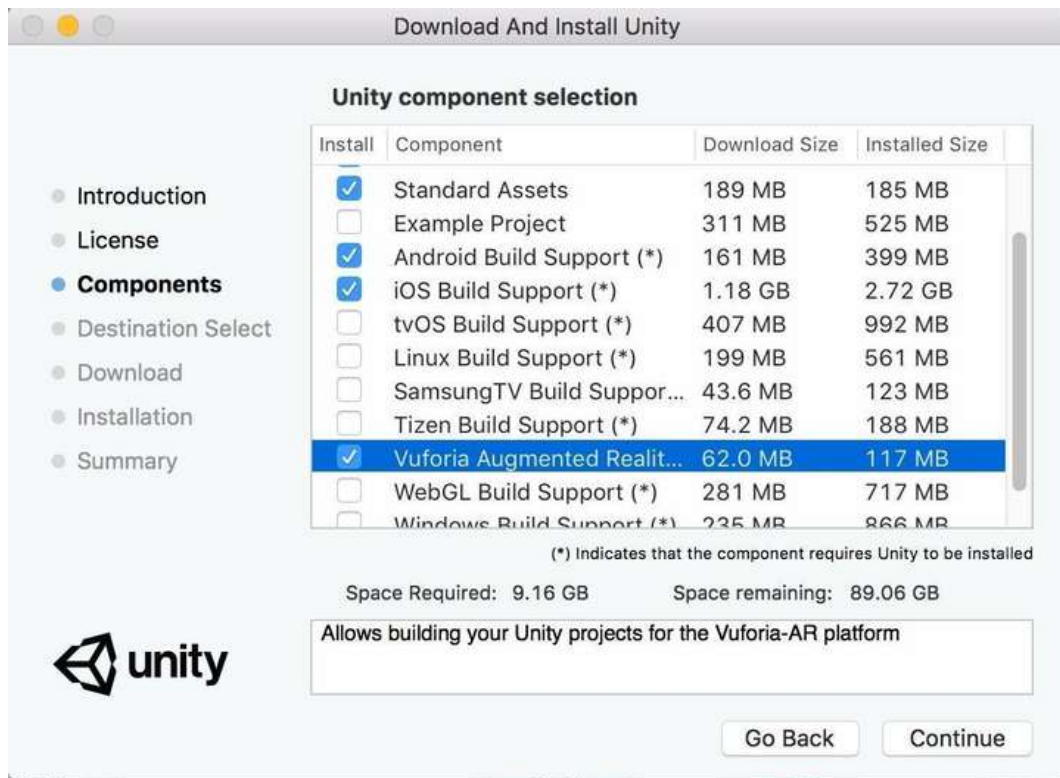


Workshop handout Introduction to UNITY

SETUP

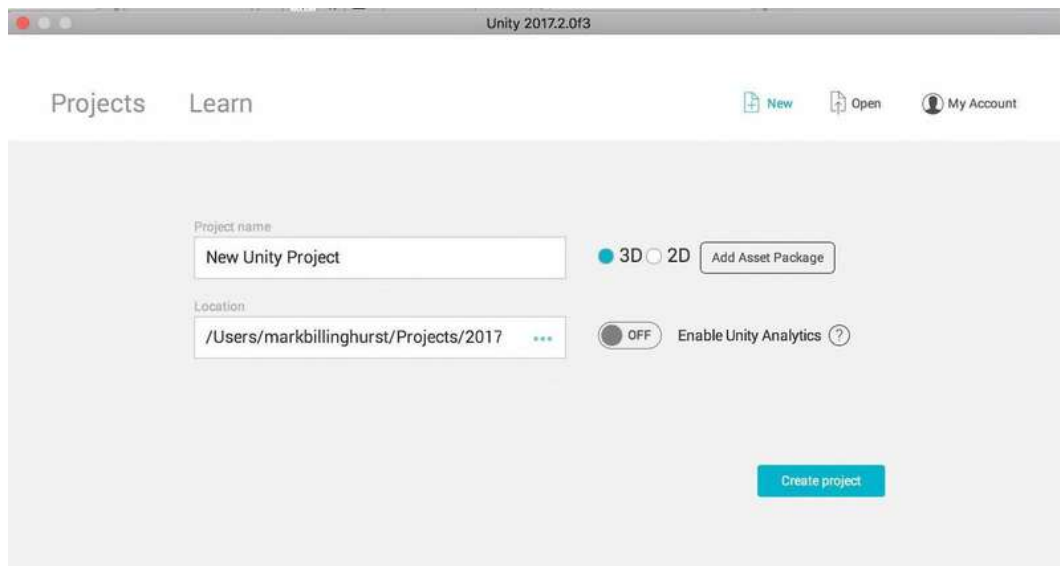
Download and Install

- Go to unity3d.com/download
- Use Download Assistant – pick components you want



Getting Started

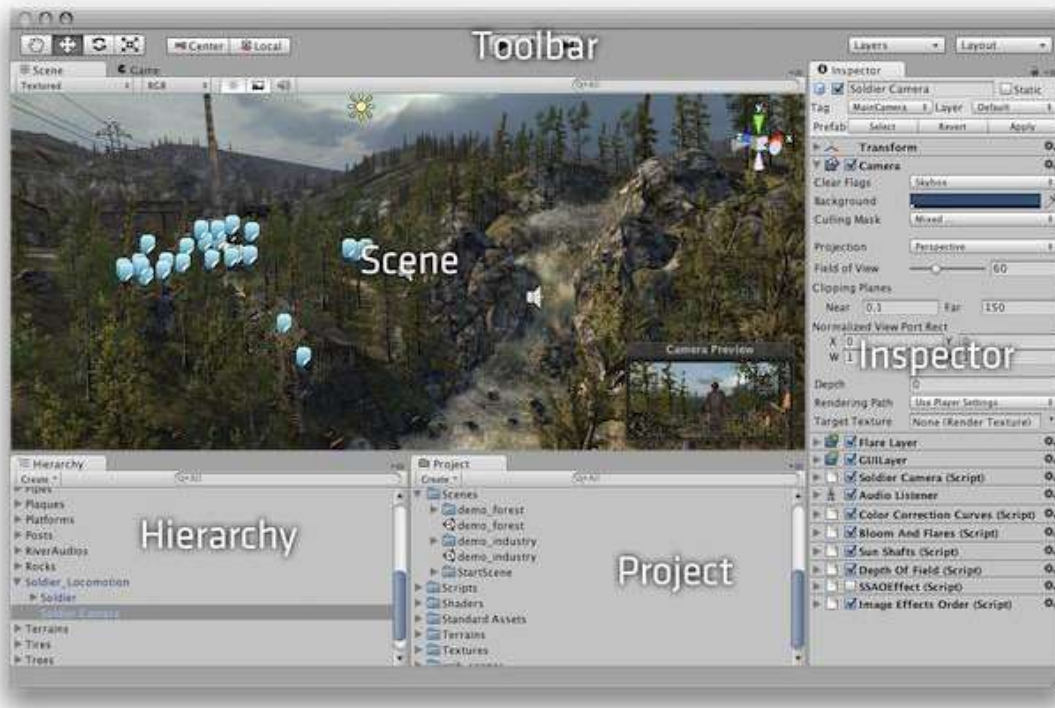
- First time running Unity you'll be asked to create a project
- Specify project name and location



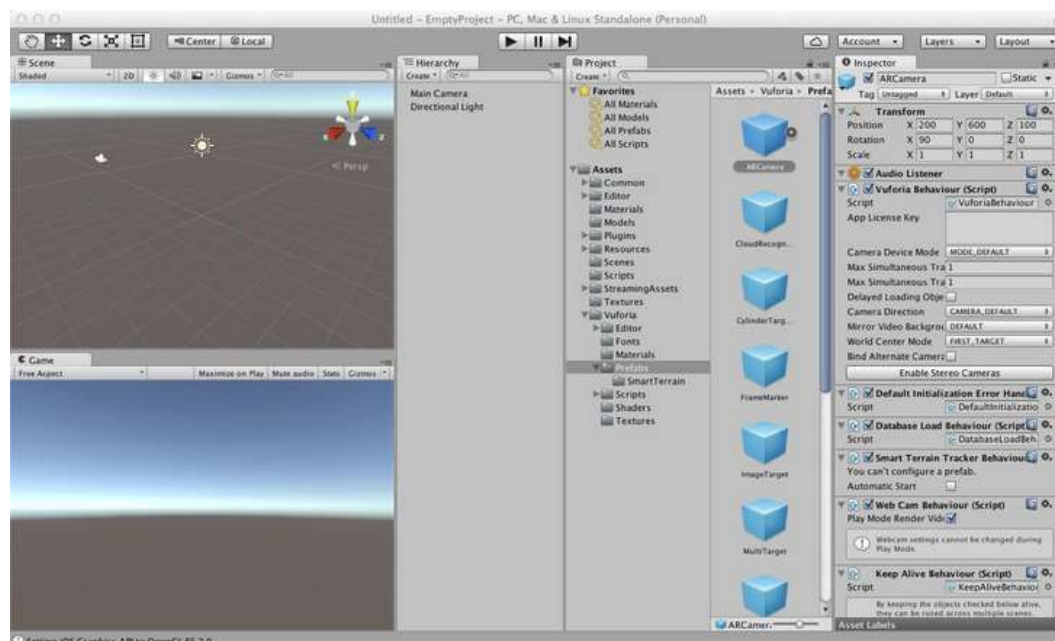


Unity Interface

- Toolbar, Scene, Hierarchy, Project, Inspector nt



- Customizable Interface



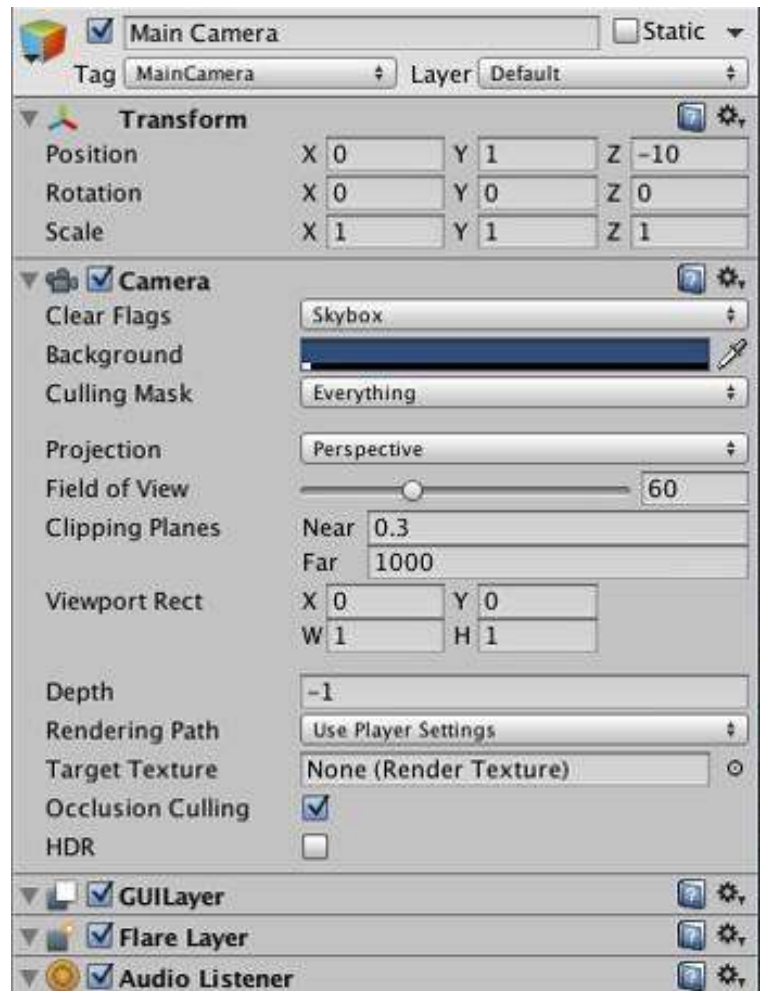
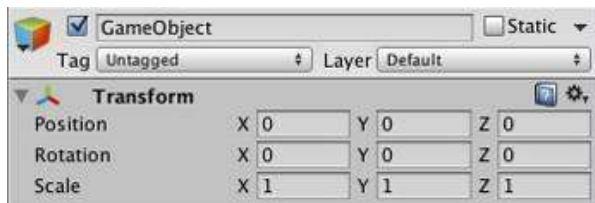


Building Scenes

- Use GameObjects:
 - Containers that hold different components
 - Eg 3D model, texture, animation
- Use Inspector
 - View and edit object properties and other settings
- Use Scene View
 - Position objects, camera, lights, other GameObjects etc
- Scripting
 - Adding interaction, user input, events, etc

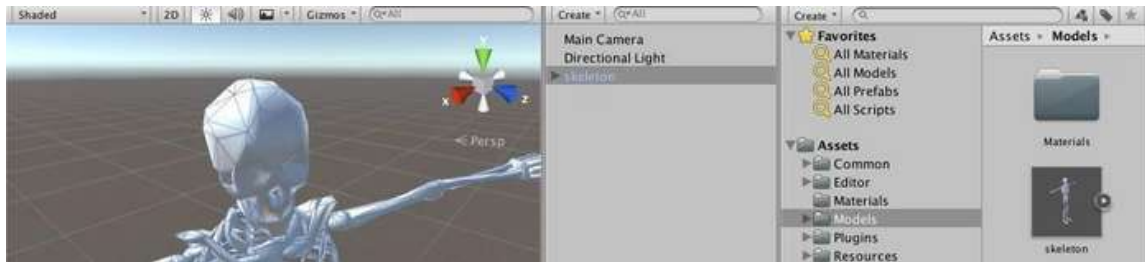
GameObjects

- Every object in Scene is a GameObject
- GameObjects contain Components
 - Eg Transform Component, Camera Component



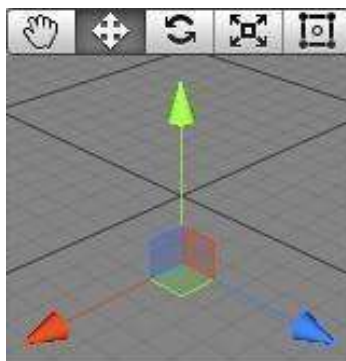


Adding 3D Content

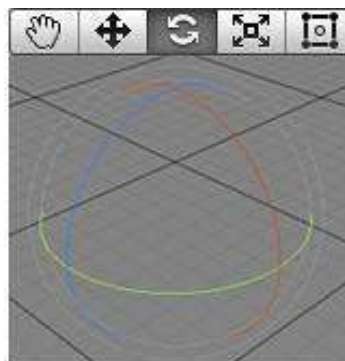


- Create 3D asset using modeling package, or download
 - Fbx, Obj file format for 3D models
- Add file to Assets folder in Project
- When project opened 3D model added to Project View
- Drag mesh from Project View into Hierarchy or Scene View
 - Creates a game object

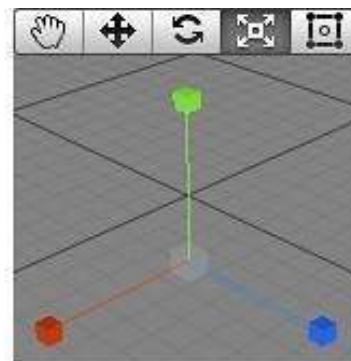
Positioning/Scaling Objects



Translate (W)



Rotate (E)

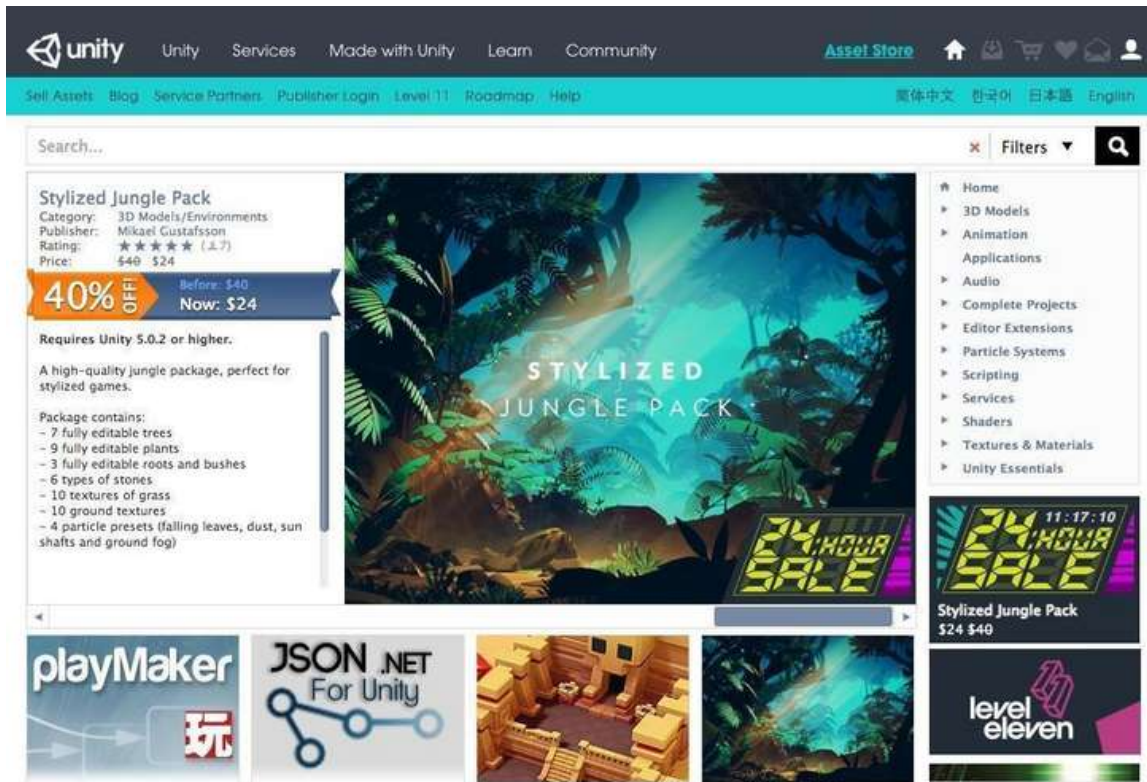


Scale (R)

- Click on object and choose transform



Unity Asset Store



- Download thousands models, scripts, animations, etc
- <https://www.assetstore.unity3d.com/>

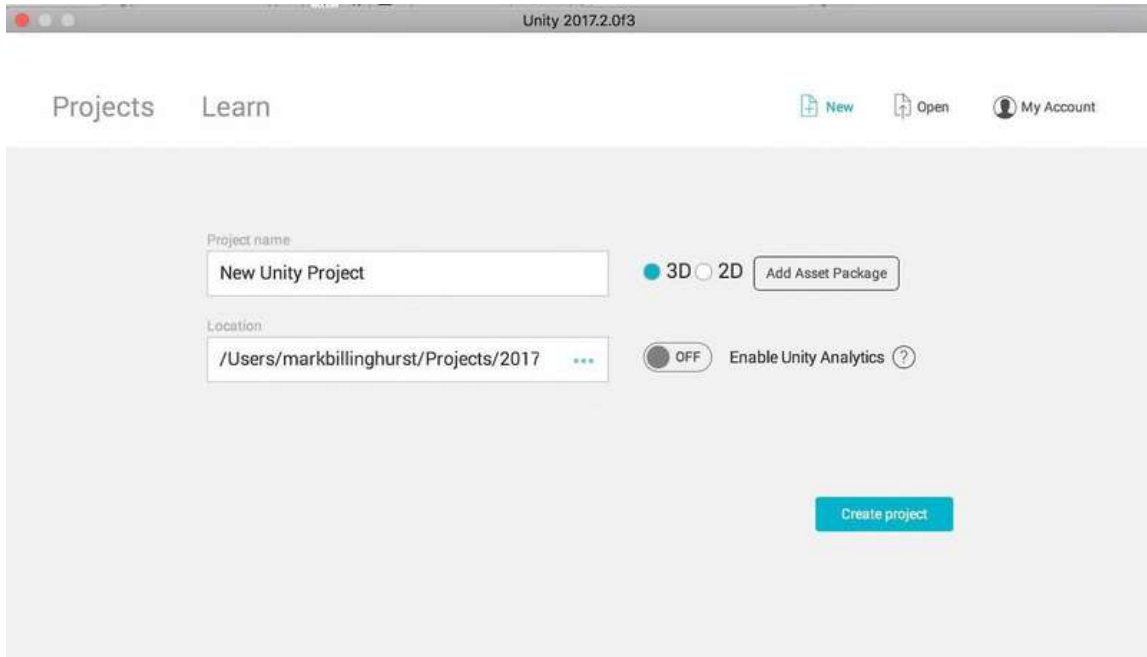
UNITY BASICS

Making a Simple Scene

1. Create New Project
2. Create Game Object
3. Moving main camera position
4. Adding lights
5. Adding more objects
6. Adding physics
7. Changing object materials
8. Adding script behaviour



Create Project



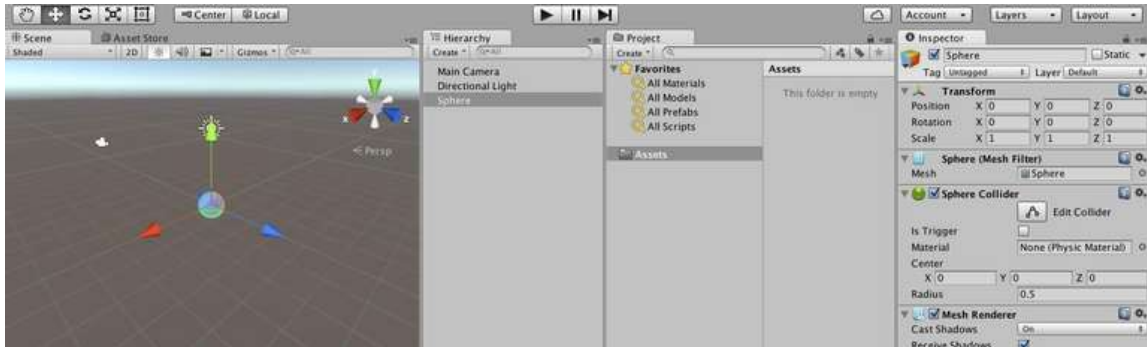
- Create new folder and project

New Empty Project



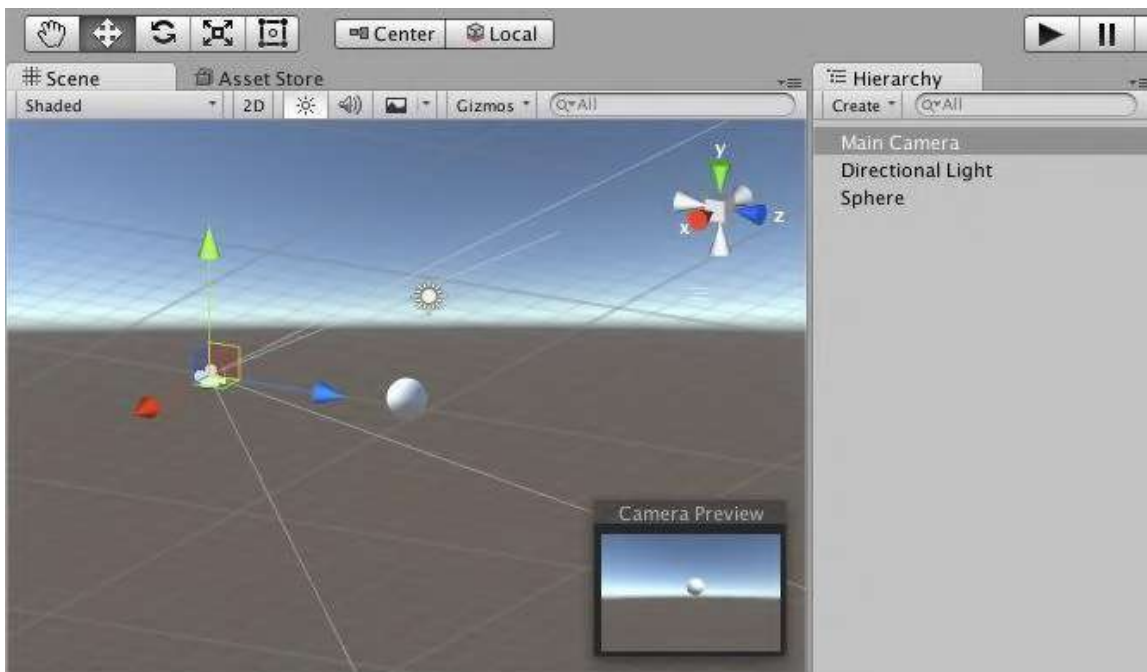


Create GameObject



- Load a Sphere into the scene
- GameObject -> 3D Object -> Sphere

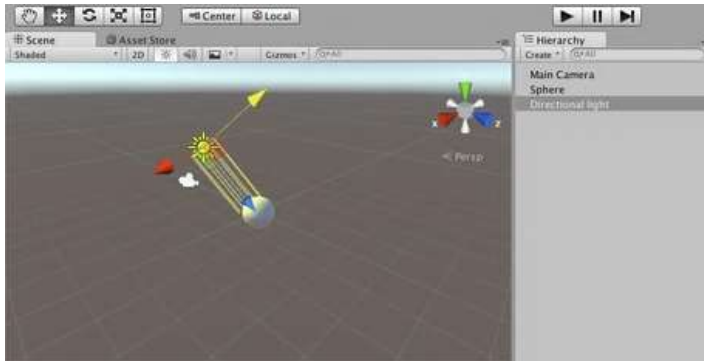
Moving main camera



- Select Main Camera
- Select translate icon
- Move camera



Add Light



- GameObject -> Light -> Directional Light
- Use inspector to modify light properties (colour, intensity)

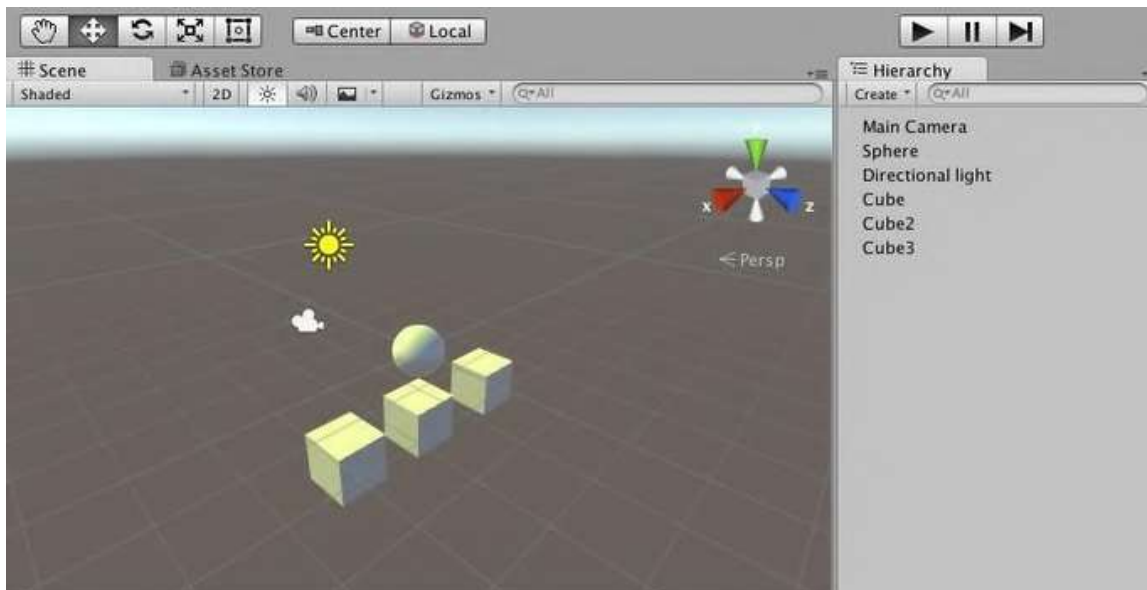
Add Physics



- Select Sphere
- Add Rigidbody component
 - Add Component -> Physics -> Rigidbody
 - or Component -> Physics -> Rigidbody
- Modify inspector properties (mass, drag, etc)

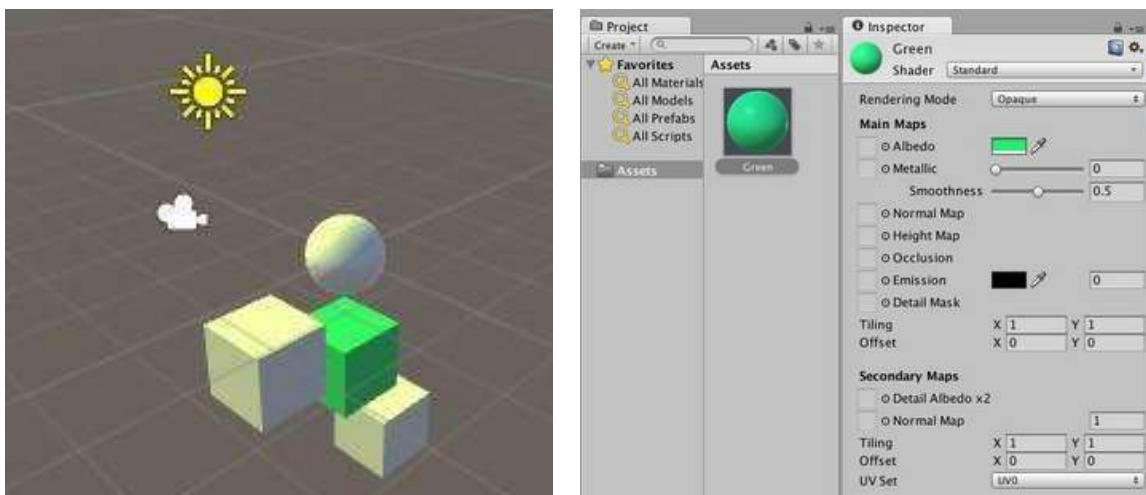


Add More Objects



- Add several cubes
 - GameObject -> 3D Object - Cube
- Move cube
- Add Rigid Body component (uncheck gravity)

Add Material



- Assets -> Create -> Material
- Click Albedo colour box in inspector
- Select colour
- Drag asset onto object to apply



9 – VR Tools for Teaching

ICE BREAKING ACTIVITY “NAME VR GAMES”

Category	Ice Breaking Activity
Timeframe	8-10 minutes
Learning outcome	<p>This ice-breaking activity gives participants the opportunity to introduce themselves to each other and learn what VR game preferences they might have (or not).</p> <p>Participants will reveal their level of VR understanding whilst they get to know each other.</p>
Materials	A tennis ball
Procedure	<p>The trainer asks participants to get in a circle.</p> <ul style="list-style-type: none">• One person is given a tennis ball. This person says their name and the name of a VR Game he/she likes. Then he/she names the person he/she is going to pass the ball to. <p>The next person does the same, and so on.</p> <ul style="list-style-type: none">• The activity continues until participants become familiar with each other’s names and VR game preferences.



TEAM BUILDING ACTIVITY “A MISSION TO PLUTO”

<p>Category</p>	<p>Practical Team Building Activity</p>
<p>Timeframe</p>	<p>1 hour</p>
<p>Learning outcome</p>	<p>TA t the end of this activity learners should be able to:</p> <ul style="list-style-type: none"> • Working together in a hand-to-hand atmosphere to define a dwarf planet • Making predictions and observations and drawing conclusions • Having discussions and making claims grounded in text evidence • Building empathy and taking the perspectives of others • Building comparison skills by contrasting Pluto to other bodies in the solar system • Answering to media literacy questions • Comprehend what virtual reality is • Identify basic characteristics of VR environment (environment simulation, interaction, graphics, multisensory displays) • Familiar with what VR content is
<p>Materials</p>	<ul style="list-style-type: none"> • Computers or tablets with internet access • Colored pencils • Lined paper • Pens or pencils • The NYT VR Video: “Seeking Pluto’s Frigid Heart” (View on The New York Times or YouTube VR, 8 min.)
<p>Procedure</p>	<p>Background information</p> <p>On July 14, 2016, NASA’s New Horizons spacecraft zipped past Pluto and its moons, scanning the dwarf planet in unprecedented detail. Before this moment, the best images of Pluto were only a few fuzzy pixels wide. In this virtual reality video, learners will travel on New Horizons, gliding through space at a million miles a day.</p>



They will fly over Pluto's rugged surface and smooth places, stand on icy mountains, and watch the moon Charon rise on the horizon and touch down on a frost-rimmed crater billions of years old.

Description of the activity

The trainer asks participants to form two group space force to board the New Horizons spacecraft traveling to Pluto. As members of these teams, their goal is to document their experience and share their insights on the dwarf planet with their peers.

Before the mission to Pluto, the trainer asks team groups to write down at least five facts they know about Pluto. Indicative questions may be:

- What is Pluto?
- How big is Pluto?
- Where is it located in the solar system?
- What are some of its defining features?
- How many moons are in Pluto's orbit?
- Can life exist on Pluto?

Then the trainer compiles students' facts into a class list. The trainer invites them to make a prediction based on what they already know: What do they think it would look like to visit Pluto?

During the Mission

The trainer asks the two groups to experience the NYT VR video "[Seeking Pluto's Frigid Heart](#)." As they watch, they should pay attention to Pluto's unique characteristics. After viewing, they should record what they observe about Pluto:

- Location in the solar system
- Surface features
- Temperature
 - Gravity
- Moons
- Atmosphere

After the Mission

After watching the video, each team prepares a report to the space command center to share the insights they gained on their mission. The trainer invites them to reflect on the following questions in writing or discussion:

- What was it like to "visit" Pluto in the V.R. film?



	<ul style="list-style-type: none"> • How close were your predictions to what you experienced? • What do you notice about the way the message of the VR film is constructed? • Colors? Shapes? Size? Sounds, Words? Silence? • Movement? • Composition? Lighting? • How is the story told visually? Are there any symbols? Visual metaphors? • What makes it seem “real”? The trainer invites the two teams to demonstrate what they learned about Pluto by creating an original drawing or series of drawings and annotating them with key information about the dwarf planet. <p>Further Reading and Viewing Images of Pluto From NASA’s New Horizons Spacecraft</p>
<p>Indications or suggestions for the trainers (if any)</p>	<p>At the end of the session the Trainer will have a debriefing with all the participants to receive their feedback regarding the workshop.</p>

WORKSHOP “VR TOOLS FOR TEACHING”

<p>Category</p>	<p>Exploration of different software applications appropriate for education Workshop in groups of 4 about the different software applications</p>
<p>Timeframe</p>	<p>3 hours</p>
<p>Learning outcome</p>	<p>The workshop aims at making learners to:</p> <ul style="list-style-type: none"> • Explore different software applications appropriate for education. • Identify the main aspects about them. • Identify the challenges and opportunities they could provide for learners. • Reflect how teachers and trainers could use them in class.



	<ul style="list-style-type: none"> • Understand that applying VR in training and education asks for certain frameworks and a lot of preparation work • Define situation - and target group-related criteria and indicators
<p>Materials</p>	<p>Internet connection Computer VR Equipment: VR hardware (headset & controller) & software /apps Flip-chart or pc/beamer</p>
<p>Procedure</p>	<p>Instructions to the trainers</p> <p>Activity 1 (1 hour)</p> <ul style="list-style-type: none"> • The trainer will take 5 minutes to explain the activity to the participants. • The participants will be divided into groups of 4. • The trainer, before starting the activity, will set clear rules: <p>The focus of each group should be on quantity. A good thought shower will generate many ideas; the more the better. The thinking behind this is that quantity naturally breeds quality. The more ideas there are, the bigger the chance of an effective solution.</p> <p>Criticism is not allowed. People taking part should be free to speak their mind.</p> <p>New perspectives are welcomed.</p> <ul style="list-style-type: none"> • The trainer will indicate the website on which they can observe the different software applications. • Each group will analyze all the webpages and they will choose an application they think is appropriate for educational purposes. <p>A. Google Expeditions and Google Expeditions Pioneer Program B. Vive port: https://www.viveport.com/ C. Noda: https://noda.io/ D. Oculus Rift</p> <ul style="list-style-type: none"> • They will have 30 minutes to carry out the analysis. • At the end each group will explain to the rest of the groups what they have found and why they think their applications are useful for education and how they would integrate it in class. They will also analyze which are the strengths and weaknesses of each of the tools.



- At this point the groups will be more realistic
- Altogether, they are going to filter the ideas that could work in class.
- Participants will then carry out a group reflection about the ideas and analysis made previously.

Activity 2 (1 hour)

- After the previous analysis made in activity 1, each group will find 1-2 free VR software that can be useful to support students in class (10 min).
- They will download the apps and try them, just to familiarize with the program, to experiment the way they could use them, etc. (30 min).
- At the end they will need to reflect about the experience, think about how the software could be used, when, what considerations need to be considered, the positive and negative aspects about them, etc. (20 min).

Activity 3 (1 hour) The trainer asks learners to set-up a mind map structuring all criteria and indicators for own VR teaching

- In pairs or small groups, learners should try to indicate all criteria and indicators relevant for their own VR teaching they can think of (either on flip-chart or pc/beamer)
- The trainer collects all findings and develops in an overall “live” mind-map (<https://www.mindmaps.app>)

Discussion and reflection: After the group has developed an own mind-map, the trainer may start a discussion by raising some of the following questions for reflection:

- Which criteria and indicators do you find useful?
- Which do not?
- Which ones do you think are still missing?
- To what extent do you believe that you or your institution is currently prepared and equipped to actually use VR?
- What still needs to be done to enable the smoothest and most meaningful use of VR?



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