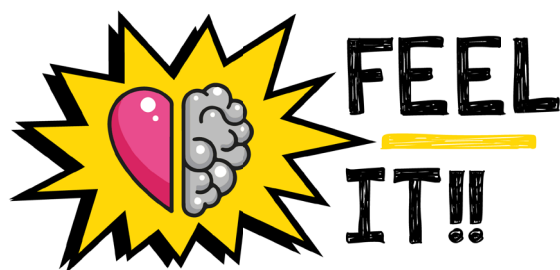




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Emotional Intelligence
skills for Education



EMOTIONS AND INNOVATION IN DIGITAL LEARNING

Erasmus+ Project



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Mário Soares



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FOREWORD

FOREWORD

Information and communication technology and the Internet are a phenomenon of the present time. We meet them every day and they directly affect the life of each of us. The society is gradually changing into a so-called information society, which cannot exist without ICT. A young “digital” generation is growing up, for whom new technologies are a natural part of the world in which they live.

In the last decade, education and technology have been increasingly associated with an innovative approach to teaching. Technology is not only changing society itself and the relationship between teacher and student/pupil, but also the pace at which education is developing.

Technology has indisputable advantages but also potential risks. Their easy portability and usually permanent Internet connection make them a suitable tool for education. However, the fusion of technology and everyday life leads to the fact that the border between informal and non-formal education gradually ceases to be visible.

Current educational technologies fundamentally change the process of knowledge transfer and raise the level of quality and efficiency to a new level.

So what are the most interesting and relevant educational technologies today?

01 NEW TECHNOLOGIES FOR
ENHANCED TEACHING

NEW TECHNOLOGIES FOR ENHANCED TEACHING

The pace of digital transformation is accelerating dramatically in the learning sector.

Education is adapted to the needs of students and teachers. Modern teaching methods offer more and more ways to maintain attention and the necessary motivation.

In this chapter, we will introduce you to the most progressive educational technologies of today that help the learning process.

GAMIFICATION

is based on the principle of games. Its goal is to motivate students to successfully learn the subject matter. Gamification in the modern way of education resembles traditional educational techniques, but uses a new digital approach. Through gamification, students and pupils can practice their skills and also check their study results. However, the teacher must clearly set goals, formulate them correctly and also clearly communicate the rules for achieving them.

COLLABORATIVE DIGITAL WHITEBOARD

It works like a normal blackboard, expanded with interactive elements and the possibility to use it with the whole class at the same time. Students can more easily take the initiative and share their opinions. These tools (like Miro, Jamboard or Conceptboard) can support a gamified approach to learning and help engage students during lessons and lectures.

VIDEO-ASSISTED LEARNING AND ANIMATION

Educational videos are an easy and accessible source of information. It serves to support learning and the development of students' social-emotional skills, cognitive abilities and understanding.

Animation promotes a creative approach to learning and can motivate students to study more. It is suitable for all age categories of students and pupils. Information is delivered in chunks, which will keep their attention.

You can get inspired by some example of educational videos and animation here: TedEd, AsapSCIENCE nebo třeba Kurzgesagt.

VIRTUAL TECHNOLOGIES FOR IMMERSIVE LEARNING

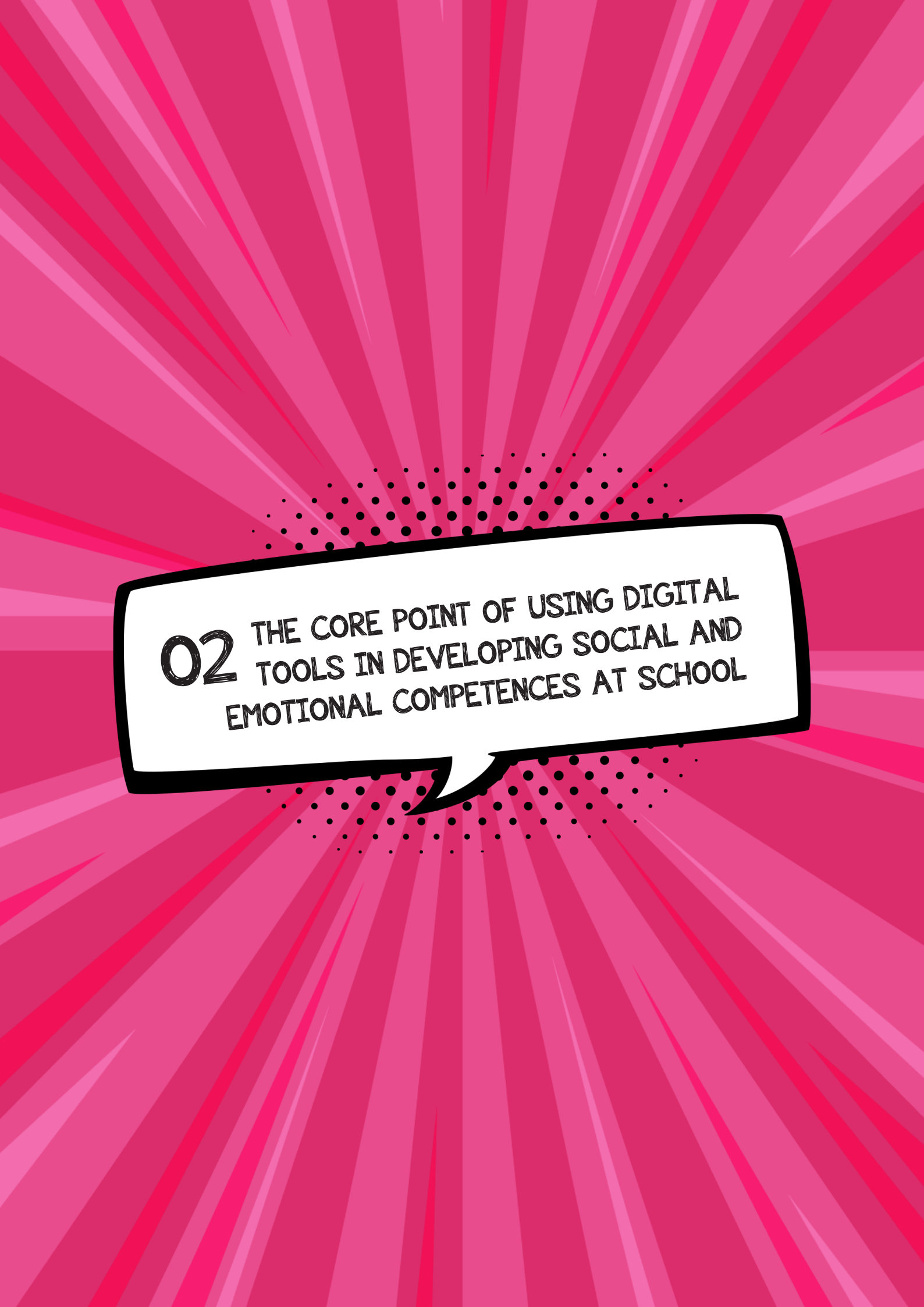
Virtual and augmented reality technology can be considered the biggest trend of recent years. Virtual reality (VR) is based on four basic teaching methods: visual, auditory, reading/writing, and kinetic. The immersive environment of VR allows the involvement of as many senses as possible. Students thus have completely new possibilities for discovery and learning (for example, languages, art, chemistry or history).



Augmented reality (AR) can support already existing educational and training materials. This technology does not replace the classic educational process, but rather complements it with visual elements. AR can help keep students' attention on a certain topic for a longer period of time. Appropriate use is for topics related to science. You can easily visualize the anatomy of the body, physical elements, etc.

ARTIFICIAL INTELLIGENCE

Like other technologies, artificial intelligence (AI) is becoming a regular part of our lives, including education. We can find AI in adaptive systems, personalized learning or e.g. in pedagogical agents. He can personalize learning to the measure of each student, according to his habits or needs. Artificial intelligence can recognize exactly which parts of learning materials are less understandable to students, or where they make more mistakes. UI participates in the optimization of administrative tasks. This is mainly about feedback or marking/evaluation of students. Artificial intelligence technology has found suitable applications for students with special needs.

The background consists of numerous thin, straight lines radiating from the center towards the edges, creating a starburst or sunburst effect. The lines are in various shades of pink, from light to dark. In the center, there is a white speech bubble with a black outline and a black dot at its tail. The text inside the bubble is in a bold, black, sans-serif font. Above and below the bubble, there are clusters of small black dots, resembling a halftone or stippled effect.

02 THE CORE POINT OF USING DIGITAL TOOLS IN DEVELOPING SOCIAL AND EMOTIONAL COMPETENCES AT SCHOOL

THE CORE POINT OF USING DIGITAL TOOLS IN DEVELOPING SOCIAL AND EMOTIONAL COMPETENCES AT SCHOOL

Our interaction with the digital environment becomes more and more intense, especially for young people – it is one of the central part of life experiences, development of identity and relations. This interaction can be perceived either as a chance and source of potential for our growth, or a threat to humanity.

It seems that both paths are possible and they are not mutually exclusive, but rather they influence different areas of our lives with various frequency and strength. However, during the COVID-19 pandemic many of us had to confront the belief that the world of technology endangers human relationships and, at the same time, accept that digital tools can foster bonding between people. Also, technology can be useful and helpful not only in acquiring new knowledge and technical skills, but also in improving social and emotional competences.

Students today love their technology, virtual world has become a natural environment for young people, where they spend a lot of time, studying, socialising and relaxing. At the same time, they often lack the skills, social and emotional abilities required in a demanding, rapidly changing world. Some tend to link these two facts arguing that the more time students spend on-line, the lower social and emotional competences they have. Is it always true? Does it have to be like this?

Research indicates that it all depends on what young people actually do in this virtual reality, how they use it. In other words, technology has a great educational potential that can be used in favour of young people's social and emotional development. So how can we use students' immersion in new technologies to effectively respond to their learning needs?



Nowadays teachers can take advantage of digital tools, innovative opportunities to effectively support and enhance social and emotional competences of young people in a way they never did before. It could be even said that with the digital potential we have access to, young people can grow and have positive results whether inside of the classroom or online. Educational success depends on what students are being taught and whether educators are doing everything they can to facilitate that learning in ways they can be successful.

The role of educators in the process of acquiring and practising social and emotional skills remains essential.

Digital tools should not be considered 'teachers in a box' or learning machines, as it may be difficult to transfer some

skills outside the virtual world environment unless the experience is coupled with effective pedagogy. Therefore educators have to support students in using digital tools, because only then will these tools contribute to young people's learning, improving their social and emotional skills.

It seems impossible to name all the benefits that we can derive from using digital tools in teaching social and emotional competences as their number increases with the development of new technologies.

PERSONALIZATION OF THE LEARNING PROCESS

Artificial intelligence allows educators to personalise students' work, flexibly adjust course content, medium, and pace of learning to their individual resources, learning styles, and requirements. Teachers can also combine day-to-day expertise and observations in order to explore and assess the needs of the whole class, groups, or the individual student by using, for example, digital self-assessments and surveys, or real-time data collected when activities are completed. What is more, some applications reflect young people's behaviour and, for instance, according to their engagement trigger lessons automatically and inform teachers about the progress so that educators can follow individual path of learning, identify problems, provide responsive support and supplement academic instruction.

Personalised approach gives new possibilities not only to teachers, but also to students themselves. Using social learning tools, young people are able to determine areas of personal struggle and growth in real time, as well as to learn to set and meet realistic, individual goals, personal learning objectives, while remaining mindful of their own needs, learning styles, and other educational factors.

All of these have a potential of increasing students' motivation to learn as it helps to avoid boredom and focus on learning things they are actually interested in. As a consequence, young people tend to exhibit greater engagement levels in education and, ultimately, achieve greater results.

MANAGING EMOTIONS IN A REAL-TIME AND REFLECTING

Some technological tools may be helpful for students in managing their emotions throughout the day. Smartwatches, for example, can track young people's fluctuations in emotion and stress, by measuring key physiological indicators, or capturing their hand gestures and relay the feedback to educators together with real-time learning suggestions to adjust the teaching pace and avoid obstacles. Wearable devices provide feedback to students themselves, for example by a minute-by-minute record of someone's emotional state, helping to build self-awareness, which is a critical component of social and emotional skills. If a young person is frustrated, stressed out, or anxious, specialised digital tools can help them return to their comfort zone. Devices can be programmed to vibrate when stress reaches a specific level, giving targeted suggestions or strategies for self-regulation to switch to a more positive response before stress gets out of control. This can be done also with the use of artificial intelligence and virtual reality that can immerse young people in exercises like deep breathing, or redirecting their focus. It all comes back to making sure students are functioning at a high level socially and emotionally, because only then they can get the most out of learning.

Additionally, applications which allow tracking student's choices throughout a day give them the possibility to reflect at the end of it. Simultaneously, teachers can observe trends in functioning of each student or the class overall to set goals for improvement and consider solutions to problems within the classroom. Also activities like student journals, interactive videos, or webinars support regular reflection, which can aid students in personally regulating emotions and socially interacting with others, as well as facilitate building classroom community and empower young people to improve themselves.

EMPOWERING STUDENTS

Technology has a potential of giving voice to every student, also one that is withdrawn or passive at school. Young people can express themselves and train particular skills in their comfort zone at first to reveal them later in real life. What is more, a personalised approach to the education process provokes young people to take charge of their own learning. Taking responsibility for their own development gives them a sense of control over their own learning, enables students to discover and explore new problem-solving methods, build self-management skills, encourages their independence and raises motivation to work.

TRAINING EMOTIONAL AND SOCIAL SKILLS IN A SAFE ENVIRONMENT

Digital games can be an enemy, but also an ally in the process of learning social and emotional skills. If designed with research-based pedagogical and psychological properties, they can help to improve or transform students' attitudes, knowledge, and competences. For example, some games can encourage effort and persistence, as they produce emotions relating to reward and delight. Games can also help identify and manage a wide range of emotions such as pride, frustration, gratitude, betrayal, anger or fear. Furthermore, within games young people get an opportunity to experiment and express themselves, and thereby gain an understanding of the consequences of their choices. Finally, challenges throughout the game motivate young people to confront and deal with difficulties.

Improving skills, such as empathy, self-regulation, social awareness, problem solving and collaboration can be reached also with the use of virtual and augmented reality. They give students a chance to practise these abilities, try out varied responses and roles in a supportive, safe, but still strongly linked to real life, environment and gauge the outcomes without fear of real-life negative consequences. This can be an efficient way of preventing maladaptive behaviours in every-day life, but also provides opportunities for students to practise self-expression.

SUPPORTING TEACHERS' WORK

Again, it is important to underline the key role of a teacher in the learning process, also in acquiring and improving social and emotional competences by students. However, many educators note that there isn't enough time to address issues related to young people's mental health during daily instruction. Therefore, technologies that simplify or accelerate teachers' work (by making student assessment and course correction more efficient), as well as digital tools dedicated development of social and emotional competences among students offer teachers the flexibility to deliver asynchronous social-emotional learning without adding to their workload, enable them to focus on one-to-one interactions.

CONCLUSIONS

Nowadays young people are immersed in a virtual world. At the same time educational technologies have opened up an entirely new world of learning possibilities also when it comes to development of social and emotional skills. In this educational landscape teachers can utilise digital tools in the ways that work best for their students, help them work to their strengths and enjoy a more personalised experience in the classroom. Teaching virtually doesn't have to hinder young people's development. We can create meaningful opportunities for students to learn no matter where learning is occurring or the format we choose to teach with.



03 WHY SHOULDN'T TEACHERS BE
AFRAID OF USING BLENDED LEARNING
AND FLIPPED CLASSROOM AT SCHOOL?

WHY SHOULDN'T TEACHERS BE AFRAID OF USING BLENDED LEARNING AND FLIPPED CLASSROOMS AT SCHOOL?

WHY SHOULDN'T TEACHERS BE AFRAID OF USING BLENDED LEARNING?

Blended learning is a new form of teaching that combines e-learning with face-to-face teaching.

The aim of blended learning is to ensure that people learn as efficiently as possible. Part of the teaching takes place directly in the school (in the classroom) and part is organized online (either in synchronous or asynchronous form).

Students will receive teaching materials from the teacher in the form of presentations, video lectures and other supporting materials in online form, which replace traditional face-to-face teaching. In cases where there is a need for interaction, group work or direct communication with students, teaching is carried out face-to-face. Online platforms (MS Teams, Zoom, Google Classroom) can be used for communication with students, discussion or clarification of ambiguities.

The teacher's preparation for blended learning (preparation and administration of an online course) is often more demanding than for face-to-face teaching. However, within the learning process there is a greater involvement of the student. Within the blended learning the student has a possibility to return to the studying materials. Education is thus more dynamic and corresponds to current trends. It is an educational process from conception, preparation to study results, in which students are better involved.

Blended learning is often categorized into three models:

1. Education focused on the development of skills (skill-driven learning)

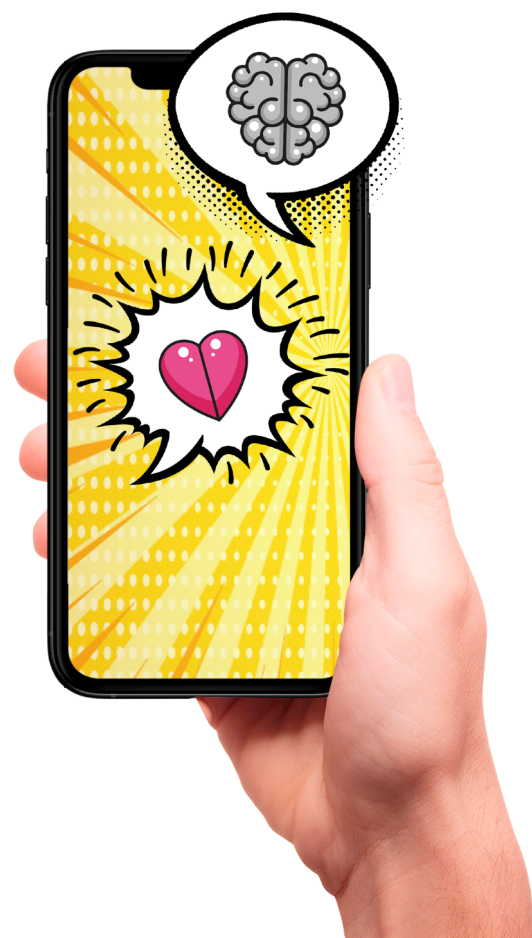
This model combines individual education at one's own pace with the support of a teacher or facilitator who supports the development of the student's knowledge and skills.

2. Education focused on the development of attitudes/approaches (attitude-driven learning)

This model works with selected events and mass media, with the help of which it influences the behaviour of the learner.

3. Education focused on the development of competences (competence-driven learning)

This model combines several methods that can be used to influence the development of the competences of the learner.



SUMMARY

During the use of blended learning, the student goes through three basic stages:

- a) in the initial stage, the student acquires the necessary knowledge and skills with the help of ICT,
- b) in the second stage, his attitudes and his behaviour are formed,
- c) in the final stage, the student gains experience and enters practice. Blended learning enables effective study with the support of multimedia information and communication tools.

WHY SHOULD TEACHERS NOT BE AFRAID OF IMPLEMENTING A FLIPPED CLASSROOM?

Are you looking for ways to create engaging and interesting activities for your students, but you are worried that such solutions are out of your reach, that they require very good IT skills, a lot of time and working late into the evening? And on top of that, you are not sure whether the new method will interest and address the needs of the majority of students and not just a select few?

Here we will introduce you to one way of going beyond the school routine that can turn your concern into an exciting experience not only for your students but also for you, which is flipping the classroom.

WHAT EXACTLY WILL WE BE FLIPPING AND WHAT IS A FLIPPED CLASSROOM ABOUT?

We will be flipping the organisation and flow of the traditional lesson, but above all the way we think about the learning and teaching process. The flipped classroom involves a change in the conception of the lesson: students are first introduced to new content in various forms at home - for example, using Internet resources recommended by the teacher - and at school they deepen and consolidate their knowledge, practise their skills in the form of discussion, problem-solving and group work under the guidance of the teacher.

What is notable about this new approach is its reliance on blended-learning (combining online learning by using ICT with classroom teaching with a teacher), as well as the benefits experienced by those who choose to flip.

It was the blended-learning and flipped classroom approach that was key for us in the preparation and implementation of the „Feel It” project and course, developing emotional and social competences.

To achieve this, together with teachers from European countries, we prepared the content of the course using ICT tools in such a way that the course is as adapted and attractive as possible for the students. The course with all the materials, content, tasks are available to students by logging on to the Moodle platform. Students complete the course at their own pace, at home, independently outside of lessons. The teacher's role is to monitor progress, support and provide guidance to students as necessary.

After each stage of the course, the teacher successively checks the completed tasks and then analyses and discusses with the students after each module and the whole course.

„Feel it” is also an example of how blended-learning and the flipped classroom can be applied not only to traditional subjects, but also to the development of soft skills.

WHAT DOES THE NAME FLIPPED CLASS ITSELF MEAN?

The flipped classroom can be defined as an acronym for the 4 pillars of learning:

F - Flexible Environment - we set up space and time frames that allow students to interact and reflect on their learning, and provide students with a variety of ways to learn content and demonstrate mastery.

L - Learning Culture - we provide opportunities for students to develop self-directed learning skills and engage in meaningful activities without teacher input.

I - Intentional Content - the teacher creates/researches and/or stores appropriate content for students, differentiates content to make it accessible and available to all.

P - Professional Educator – who collects feedback from students, conducts reflection on and in action, observes students to give specific instruction.

HOW DO YOU PREPARE FOR FLIPPING THE CLASSROOM - HOW DO YOU GET STARTED?

It's best to start with small steps - flipping is a process that takes time and practice, so the small steps method will work best here and benefit both you as a teacher and your students - we all need time to implement and adapt to new situations, so to start with - less is more.

In order for the method to be effective, as a teacher you need to first find or prepare teaching materials for the lesson and make them available to your students - in the form of giving/sending links to relevant websites, if you want to have one place where you will share materials and links for students a Padlet or Wakelet can be useful. This can include short videos, animations, articles, presentations, movies, audio material, interesting websites, applications, etc.

As in movie premieres, students, like viewers, need to be encouraged at the beginning to watch the material at home, whether with a trailer, a riddle, an opening question.

Another element is a form of checking what students are learning at home – they having read the content of the multimedia resources, should take notes, answer the questions we pose, do simple exercises.

At school we can start the lesson with a short discussion of the work done by the students. It is also useful for the students to be the ones to pose the questions and problems to be solved, and for them to be aware that what happens next in the lesson depends on this. Preparation for such a model also means teaching how to look at and read texts, where to look for information, how to take notes independently in different forms.

As students progress and advance with the flipped classroom method, students can look for materials on their own - at least as part of the learning process. This means that collaboration, student interest and independent exploration, rather than a strict lesson plan, become priorities. Learning becomes flexible and the teacher's role is to help students look for connections, differences, draw conclusions and, above all, strive for independent understanding and fluency in the topic.

The lesson then divides the students into groups according to their level of mastery and understanding of the content learnt at home and assigns them consolidation and extension tasks, individualising the learning process. Each group can work at their own pace and revisit the multimedia material by playing it back using their smartphones. During the lesson, the teacher serves as an expert for each group, answering the students' questions and setting further objectives. Worksheets, brainstorming, debate, exercises using iconographic materials, SWOT analysis, WebQuest, etc. will work well with the school.

DO YOU AS A TEACHER NEED TO HAVE VERY GOOD IT SKILLS TO IMPLEMENT THE FLIPPED CLASSROOM METHOD?

It all depends on what you want to achieve. It is very often emphasised that the flipped classroom method mainly consists of the teacher recording short thematic videos or webinars on their own or preparing presentations or video presentations on their own. But this is just one way of „organising and implementing“ the flipped classroom and not the only one. If you don't feel up to creating your own videos or presentations, you can use ready-made materials - the resources of the internet are so diverse and wide that you will certainly be able to find an interesting video on youtube, tedex, Khan Academy, an article, a film/documentary, a podcast, or audio material that will serve as a starting point for your flipped lessons. And for your students, it will be a base to prepare for class and develop their independent learning skills.

It is important to be aware that there is a wide range of material available online, often conveying the content on the topic better than we can.

If you can't find anything you can use then it remains to get on with it yourself. What you send to your students doesn't always have to be a video lecture, it could be a presentation prepared by the teacher. But if you want to make videos then it's worth using Edpuzzle, TedEd, Blubbr for example - with these you can create lessons from ready-made videos e.g. from youtube, adding check questions during or after watching.

FLIPPING WITHOUT ICT

Flipped teaching is, by definition, the teacher's use of technology, to record lessons, to find online resources, to use presentation tools, to test knowledge.

But, of course, we can also use the flipped classroom at the beginning without using ICT. We can point out material to be learned at home in traditional media - textbooks, dictionaries, encyclopaedias, popular science books. If we ask students to watch a feature movie, we can also call this the flipped classroom, provided that the lesson based on this material takes place in the classroom and practices specific skills.

It is also important to individualise the approach to what we ask students to do, to foster their autonomy, to allow them to choose - students can choose an article to read instead of a movie lecture, read a book or listen to an audio book, and so on. We can also ask students to carry out or watch an experiment, to make observations or measurements, to carry out outdoor tasks, survey, etc.

BENEFITS OF THE FLIPPED CLASSROOM FOR TEACHERS AND STUDENTS

These benefits can be experienced by both teachers and students:

1. Teachers spend less time introducing new topics

In the flipped classroom, students receive introductory information through self-study before class, allowing teachers who are experts in their fields to spend less time covering the basics and more time exploring topics in much greater depth.

2. Students develop independent learning skills.

Independent learning is a key skill - especially in a world of constant change. With the flipped classroom approach, students acquire initial information independently, at home, which allows them to become accustomed to the independent learning process and enables them to learn at their own pace. In addition, they develop intrapersonal and interpersonal skills - engagement with the content and the development of their metacognitive skills, such as time management and learning strategies, increase independence and a sense of responsibility. It is important to bear in mind that not all students grasp the concept of independent learning equally, and active measures will need to be taken to support those who have difficulty with this. More advanced lessons created primarily with the use of technology enable students to start learning when they want to, rather than when a particular lesson falls on the timetable. This can increase young people's engagement and enhance learning.

3. Teachers can create more engaging lessons.

In the flipped classroom model, students attend each class with the basic information, meaning there is more time to bring a sense of enjoyment and excitement to the lesson through interactive learning, problem solving, case studies, simulations, experiments and practical application.

4. Students who are absent do not stay behind.

Although a flipped classroom cannot fully counteract the problem of absenteeism, it can help to reduce learning gaps as introductory information will always be available online for students to catch up on in their own time.

5. Teachers can reuse content they have created.

Creating their own library of relevant resources or recording their own videos gives the benefit of reuse, so teachers can spend less time preparing lessons for basic information and more time on customised lessons for deeper exploration.

6. Students are able to achieve deeper understanding.

Another important benefit for students when learning in a flipped classroom is that they are able to gain a deeper understanding of the subject matter through active learning and therefore a better understanding of the content - students can replay the provided material as often and for as long as they need to in order to understand it. It also has the advantage of allowing students to integrate basic information into their long-term memory before class. This reduces the cognitive load during class, allowing students to make new and deeper connections and develop more complex ideas.

7. Students find classroom time more interesting.

Finally, one of the biggest benefits of the flipped classroom is that it can help students to find class time more interesting. This, in turn, can help to engage students, allowing them to become more emotionally engaged with the subject, while also increasing overall class attendance. This is because classroom time is spent in more meaningful discussions rather than just listening to information.

WHAT IF A STUDENT DOES NOT DO THIS FLIPPED HOMEWORK DESPITE BEING PREPARED?

We always need to have an alternative in the form of a lesson, which we will do on a different topic or in a different way. But we can also give the students another chance and do the lesson at a different time, we can look at what was at home, in class, but talk to the students about what they are missing out on and what they could have gained if they had prepared. It is a good idea to divide into groups, where the students who have prepared become experts and group leaders, moderating the work of the others - in this way, the unprepared are introduced more to the topic, and the leaders are already recognised in this way for having put in the work at home. Giving bad marks or punishments is not the best solution here.

Another way to deal with such a lazy person is to assign him/her to a group that is well prepared for the activity and whose members will pass on their knowledge. In such a situation, both parties benefit: the unprepared person learns new information and the students teaching him/her consolidate the newly acquired knowledge.

SUMMARY

Flipped learning is just one example of a school culture that recognises that developing students' skills and confidence in their ability to learn independently gives them a better start in the future. For students, this model can help them develop independent learning skills, deeper understanding of topics and easier catching up when absences occur.

Working with the flipped classroom method can be an excellent alternative to the school routine to activate students and stimulate their personalised development.

Although it is not a new method, these days, thanks to the development and widespread availability of the latest technology, it is gaining new opportunities for development, becoming a bridge between learning that takes place in and out of school. Learning, working independently, organising one's own work and fostering a sense of responsibility for one's own learning should be taught as early as possible. It is also worth introducing technology to learning from the youngest students, although of course moderation and common sense should be exercised here. In adulthood, they will have to continually learn, unlearn and re-learn more things.

04 INNOVATIVE LEARNING
ENVIRONMENT - PRACTICAL ADVICE

INNOVATIVE LEARNING ENVIRONMENT - PRACTICAL ADVICE

When it comes to give some practical advice on innovative learning environments, as we have already done with the students involved in FEEL IT project, there are some common and emerging innovations that should be used, such as:

- blogs, diaries;
- social networking sites;
- virtual networking environments;
- interactive white boards;
- Web apps, digital portfolios;

Teaching is a challenging profession where you have to be innovative with yourself to create an innovative learning environment. There are a number of teaching challenges that educators braved through the COVID-19 crisis.

When we think of innovative learning environments, we tend to focus on the technology. But we are not yet at the point where technology can be the miracle tool for the teacher, and there probably will never be one. It is up to us teachers to coach students to use technology responsibly. Transitioning from a traditional classroom to an innovative digital classroom requires more than just integrating technology, it requires teaching strategies to implement technology in the most effective ways. Here are some strategies that can be used to introduce innovation in the classroom:

MOBILE LEARNING

Mobile learning and BYOD are quickly becoming a common usage in the digital classroom. These models of the digital classroom allow students to engage in the learning process with their personal devices. Tablets, laptops and smartphones expand the boundaries of the classroom and encourage a stronger sense of community, both inside and outside of school. Student can keep in contact with peers and access their assignments and lessons.

It's very handy to use as a quick assignment – you can ask students to research a certain topic or content and present it to their colleagues without spending too much time. It's easy and accessible. The students have to search, retrieve and compile relevant information. Since they have to handwrite it there's no option for copy/paste activities. So, this strategy really works.

UPLOAD INFORMATION

If teachers are comfortable with the flipped classroom strategies they can use platforms like Blendspace to upload all the contents they want students to learn from. So they will be able to check all the necessary contents without getting lost in the world wide web.



Uploading prints of classroom work or portions of the lesson lets students be able to pay more attention to classes and not having to copy everything from the board and it frees up a large portion of class time for more collaborative work. This changes the dynamic of the classroom from teacher-focused to student-centered.

BRAINSTORMING / Q&A SESSIONS

Class time can be used to encourage brainstorming sessions. In these sessions, students are free to be creative and express their ideas without being worried about giving wrong answers. Open discourse enables educators to evaluate students' understanding of concepts and pair these students with peers who compliment their weaknesses.

You can either have them come up with random words regarding a certain context or theme, and then work all these ideas to elaborate on a concept to define it or understand it. Tools like Mentimeter are very useful for implementing these strategies. You can also use it for gathering questions while you are presenting new content and allow students to ask questions virtually without interrupting the process and at the end the teacher can view and answer all the questions of the students. These methods also allow for the questions and answers to be shared and allow students to have all the information necessary for independent and autonomous study.

DIVERSIFY PROJECTS

One of the benefits of the innovative learning environments supported by digital tools, is that it allows educators to step away from the traditional classroom activities and implement new student centered teaching strategies based on active learning.

Some examples: Instead of written reports, try a video summary (use Flipgrid). You can give feedback either through a video message or just plain text. The positive side of this strategy is that students are able to receive immediate feedback regarding their work, and not delayed feedback that only happens after a few days or weeks.

Also, instead of essays, have students create their own podcasts – creating a podcast could be more motivating and make students choose the right words, and improve their recording by listening to their own work until they are satisfied with it.

As we already know, this generation is already familiar with these and other tools. They are able to create content related to their learning as it is a kind of activity that many of them perform daily so as to feed their social media platforms. Teachers should take advantage of this to make the classroom more interesting and improve their teaching and learning strategies.

COMMUNICATE EFFECTIVELY

One of the biggest challenges for teachers is being able to communicate effectively with their students and implement the conventional strategies in bespoke mechanisms to deliver maximum knowledge.

In order to be a successful teacher in the COVID era and after, you must be able to deliver your teaching in the most efficient manner and parry the challenges of distance, online transmission, and lack of direct control. Understanding the students' grasp of the teaching should be the basis of your teaching strategy. In order to incept and develop effective teaching and proper dissemination of knowledge, a teacher must deftly adapt to the digital environment.

Effective communication can help students understand the material, cooperate and work together as a team, and improve their learning experience. An effective communicator is also likely to be viewed as more credible and reliable. Strong teachers help students build connections among key concepts and ideas, and help students retain the most important information for the assessment or exam.

TEACH ACCORDING TO INDIVIDUAL NEEDS

The Innovative learning environment should address the learners' needs (developing emotional intelligence). The students who are intuitive by nature, tend to indulge in substantial research. This many a time makes them indulge in procrastination and analysis paralysis. A proper teaching strategy will be curated around this. The best teaching method is to teach according to individual needs by employing deadlines for small goals and voluntarily taking the onus of the students' regular progress.

HELP STUDENTS EXPLORE THEIR CREATIVITY

One of the most positive examples of innovation in teaching and learning is helping students explore their creative aspects freely. If you're teaching a particular topic in the class, or a practical session is going on, let the students come up with their creative ideas.

You can analyze the ideas and provide them with feedback. The more you encourage their creativity, the more powerful their imagination gets. Irrespective of the topic being taught, Creativity gives room to the students to independently express their thoughts and feelings, explore the world beyond and master a true sense of self-awareness.

In this imprisoned society with lots of prejudices still prevailing around, creative minds can take up the task to broaden the perspective of people dwelling here.

STRATEGISE VISUAL AND PRACTICAL LEARNING EXPERIENCES

The best teaching strategy paves a way to study in a variety of settings and facilitates ensemble learning. A good teaching strategy must enable students to comprehend their learning. An effective method to accomplish this is to include a range of visual and practical learning experiences, such as interactive whiteboards, pop quizzes, live demonstrations, and interactions.

This is crucial for students to get ready for the fast-paced upcoming world. In an effort to prepare pupils for success in the fray, diligent educators must include progressive techniques in their curricula.

A well-planned, engaging, and effective teaching strategy can help improve student achievement. Effective teaching strategies can be implemented in a variety of ways depending on the content and goals of the teaching.

PLANNING AND TIME-MANAGEMENT

When using innovative learning methodologies, it is necessary for teachers to manage time in an efficient way to make the learning situation as productive and enriching as possible. Many times we try to be "innovative" by simply using one specific ICT tool from time to time without really knowing the purpose of it, without any kind of preparation, guidelines for students or planning for assessment or follow-up. Getting students involved in innovative learning environments requires from teachers a conscious planning and implementation of the strategy used, so teachers should:

- understand the purpose of the methodology they want to use,
- curate ICT tools and select those more appropriate for the target group and the methodology implemented,
- study, practice and use the tool before getting students to do it,
- give short, clear instructions to students on how to use them and why,
- devote all the possible time for students to get familiar with the used methodology and tools,
- use some time to gather feedback and improve their teaching practice.

And we should never forget the need for students to self-regulate their own time when engaging in ICI-focused innovative learning environments, especially when most of the time they spend working on a specific task is remotely or from home. That is why teachers should provide detailed descriptions of the steps to take.

COLLABORATION AND SHARING

Collaboration becomes a key element in all present-day innovative learning methodologies. The ability to work on shared documents, presentations or projects facilitates teamwork and reduces the time spent on information transfer, not to mention its benefit to increase the learners' social and emotional competences.

Most of today's IT platforms and tools have collaboration options (both synchronous and asynchronous), so teachers should use this opportunity to put cooperation in the centre of the teaching strategies implemented.

Besides, one of the advantages of online cooperative work is the ease for teachers to evaluate the individual contribution of the different members of the group, as all the students' actions are recorded in the tool used.

The future of work for our students is becoming increasingly uncertain, but one thing is clear: the ability to collaborate with other students online is going to be one of the keys. Working on these skills in schools is a must when using innovative methodologies.

BLENDED LEARNING

When it comes to innovative methodologies at schools, the use of specific ICT tools by students frequently becomes nuclear to achieve the expected goals. This means that students will have to work a great deal of time online or remotely. This leads to the recognition that one the the most, if not the most, logical model to introduce innovation in teaching-learning processes is a mixed model in which face-to-face classes could be combined with other online sessions and assignments, that is, blended learning. In any case, it will always be necessary to keep in mind the balance between one type and the other and keep in mind the following tips:

- Use a variety of tools but not many, consolidate the knowledge of a few key systems (platforms and tools).
- Emulate blended learning in classroom lessons. This allows learners to familiarise themselves with the process. For example, showing them how to create good quality digital mind-maps (e.g. with Mindomo or Coggle) to analyse uploaded texts, videos, etc. means once they get home they can have an in-built confidence and understand what they need to do.
- Use video tutorials (i.e. demonstration videos) within a flipped classroom strategy as a way to explain instructions or difficult contents to students. This will make it easier for learners to be successful in blended learning tasks.
- Create a space (Teams, Classroom, etc.) for students to be able to communicate, ask questions, solve doubts, collaborate or upload teaching material or final products.
- Personalise learning: it is very important to consider the different learning styles of the students. In-class learning allows teachers to customize learning to the individual needs, but with blended learning this can be more difficult. This needs to be planned in advance, offering the possibility of using different tools, modifying objectives or strategies, reducing or increasing task time, etc. Flexibility is essential.

DIGITAL TASKS

The implementation of innovative teaching methodologies requires, just the same as in traditional systems, that at some point the teacher will have to ask students to perform specific digital tasks or assignments. For these tasks to be as meaningful as possible for students, teachers should follow the following tips:

- **Clear Objectives:** It is always important that the learner knows about why he/she has to do and what he/she has to do. For learners with difficulties in particular (but for others as well), it would be great if the task could be explained to them using clear steps, so they can better locate the part of the task where they have doubts or difficulties. Also, it would be ideal to be able to see the rubric (if the task has one) with which it is going to be assessed before starting. If there is no rubric, explaining how the task will be assessed before starting is fundamental.

- **Examples:** It always helps to provide an example of the final product/result we are asking for in the task. This has many advantages in terms of comprehension, but remember that in more creative tasks, it can work against us because we are actually unconsciously forcing students to do it in a specific way.
- **Flexibility and personalisation:** There are two types of different obvious “tasks” that can help teachers to customise their students’ learning: a) Reinforcement tasks: Most virtual learning environments allow us to send specific tasks only for some students; b) Voluntary extension tasks, especially for learners who have plenty of resources and support at home. Of course, these tasks should be appealing enough so as not to be a “punishment” for finishing early. In this regard, it is very useful to follow the guidelines of the Universal Design for Learning (UDL) framework, which offers suggestions on the creation of educational material ensuring that ALL learners can participate in meaningful learning opportunities.
- **Gamification:** devising tasks or projects as games or challenges can boost students’ motivation. Many ICT tools offer the possibility of creating lessons or presenting contents in a gamified way, so it is a good thing for teachers to use gamification as a normal practice in innovative learning methodologies.
- **Feedback and assessment:** always devise a method to assess and gather feedback from the students on the specific task implemented and the methodology used.

EU DIGCOMPEDU FRAMEWORK

Nowadays, almost all educational curricula focus on digital competence as a fundamental need for 21st century life-long learning. Therefore, it is a great idea for teachers to always have in mind the EU DigCompEdu framework (on which most EU curricula are based) to create innovative learning contents and assess both students’ digital competence and their own teaching practice (by, for example, creating rubrics targeting digital competence everytime ICT tools are used).

NON-DIGITAL INNOVATION

Innovative learning environments do not need to be always based on the use of digital / ICT resources and tools. Indeed, making students escape that digital routine so embedded both in their academic and daily life, will no doubt be a trigger to diversify and expand their creative competences and overall personal development. Furthermore, using innovation in a purely analogical way can sometimes, if correctly planned, be a more motivating activity for students than the only use of a diversity of ICT tools, and students’ involvement can be more enriching and productive.

It is true, however, that being innovative outside smart technologies is sometimes hard and challenging for teachers, because it requires a different mental approach to teaching and, perhaps, more time to develop and implement the idea. Nevertheless, there are many options to create innovative learning environments in the class so we highly recommend teachers to give it a try: using table games, such as Dixit, to create stories; creating physical escape rooms at school to research on a project; making students to go out of school to develop projects to learn about and provide a service to their local community (service learning); crossover teaching; or, of course, using theater or role-plays for students to engage in any kind of learning situation, etc.

UTILIZING TECHNOLOGY TOOLS

One of the most important factors in creating an innovative learning environment is the use of technology. The teacher, who includes educational and instructive applications such as smart board, tablet, camera, sound recorder, WEB2 tools in the learning process, helps the student pass this process more efficiently. Students using technology can produce their own designs and works under the guidance of the teacher. In this way, students who are actively involved in the learning process can be individuals who research, produce, solve problems, think critically, and develop their creativity.

INTERACTIVE AND PROJECT-BASED LEARNING

Project-based learning, which is a learning approach in which students try to solve the problems they may encounter in their lives within the framework of a scenario by connecting with different disciplines in the classroom environment, is an ideal model for an innovative learning environment. With this approach, students are at the center of the learning process and are active throughout the process. In addition, the student gets opportunities for problem solving, decision making and research and gains control over their own learning.

CREATING A POSITIVE LEARNING ENVIRONMENT

Meeting the needs of students in creating a positive learning environment; Establishing a positive relationship between students in the classroom and between teacher and students plays an important role. The communication skills of the teacher are important in providing this environment. In addition to establishing communication based on respect, trust and empathy, the teacher should take into account the differences of the students. Differentiated teaching methods and techniques should be used that will contribute to the highest level of learning for each student. When different methods such as station technique, brainstorming, mind maps and discussion techniques are used instead of lectures, a healthier learning environment will be created.

LEARNING WITH GAMES

Play is one of the important methods that the teacher can use in the learning process. With the game method, the student actively participates in the process and learns by having fun. With the games, students' language, physical, social and mental skills develop. The teacher can use ready-to-play games related to the subjects to be taught, as well as transform the course content into a game. Students can produce games with what they have learned. Games can be developed using digital tools. In other words, the teacher can involve the game in the learning process in many different ways.

05 DIGITAL EDUCATIONAL
RESOURCES FOR ONLINE LEARNING

DIGITAL EDUCATIONAL RESOURCES FOR ONLINE LEARNING

GENIAL.LY

Genially is a tool educators and students can use to teach and learn through all kinds of interactive content, including gamified content. The editor is as advanced as it is intuitive, with thousands of resources to customize each creation, and thousands of templates for gamifications, didactic and training resources, planning, video presentations, etc. It can also work as a collaborative tool and you can add interactivity and animate any content.

Link/Source

<https://genial.ly/>

How to use the tool within your class

Genially can be used by teachers to create interactive lesson plans or visually engaging presentations.

It can also be used to devise a gamified project for students to complete. Students can use it to create their own interactive presentations, leaflets, mindmaps, etc., both individual or collaboratively.

Alternatives

Canva / Easel.ly / Piktochart / Venngage / Infogram

The purpose of the use

To make both presentation and creation of content more engaging and motivating. To increase students' digital competence while learning in a meaningful way.

Target group

Teachers / Educators and Students from 10-11 years old onwards.

MINDOMO

It is an all-in-one visual tool to create collaborative mind maps, concept maps, outlines, and Gantt charts.

Mindomo is also the mind mapping app that pioneered features like turning a mind map into a presentation; mind map assignments - the easiest way for students and teachers to collaborate on mind maps; smart mind maps - partially filled in templates that make mind mapping accessible for beginners; and turning mind maps into real-time editable outlines.

Link/Source

<https://www.mindomo.com/>

How to use the tool within your class

Teachers can use it as a tool to brainstorm ideas on a given topic, both in class and online, thus introducing a specific lesson. It can also be used to organise ideas/reasoning for a debate. Besides, teachers can use it to present connections or relationships of ideas of a specific content or situation (causes and consequences). Students can use it as a self-learning tool to organise better their ideas, or as a collaborative tool to work on the conceptual part of a project or assignment.

Alternatives

Ideaflip / Mindmeister

The purpose of the use

Students can improve their productivity, develop more ideas and boost the effectiveness of their learning. It helps students and teachers to develop their inquiry-based learning and teaching methods. They will become skilled at brainstorming, questioning, synthesizing, analyzing, generating new ideas, problem-solving, and researching.

Target group

Teachers / Educators and Students from 11-12 years old onwards.

SYMBALOO

It helps you organize your web resources and online content. You can use Symbaloo to store and share websites, videos, documents, articles and anything else with a web link (all in one place). It is possible to use tabs, folders, color-coding, labeling, or other features to create a visually engaging and intuitive startpage.

Link/Source

<https://www.symbaloo.com/>

How to use the tool within your class

Teachers can share classroom websites and online content with students and parents, creating a personal learning environment. You can also create lesson plans in the shape of webmixes. Additionally, you can guide students through an interactive Learning Path and track their progress in real-time. Teachers can also use it to collaborate and organise resources, or to share and display your students' digital portfolios. It could also be used to create your classroom's playlist.

The purpose of the use

It is a free social bookmarking tool aimed at organizing and storing all your digital resources in the cloud. It helps teachers curate content and share the best of the web with their students in a smarter way.

Target group

Teachers / Educators and Students from 11-12 years old onwards.

EXELEARNING

eXeLearning is a free and open source software tool under GPL-2 that can be used to create educational interactive web contents. It can generate interactive contents in XHTML or HTML5 format and it allows you to create easily navigable web pages including text, images, interactive activities, image galleries or multimedia clips. All the educational materials generated with eXeLearning can be exported in different digital formats, to be used independently or to integrate them into a LMS (Learning Management System) like Moodle.

Link/Source

<https://exelearning.net/en/>

How to use the tool within your class

- To create or develop accessible contents in XHTML or HTML5 format.
- To generate complete websites (navigable web pages).
- To include interactive contents (different types of questions and activities) in each page.
- The purpose of the use
- To make it easier for teachers to create their own web content, without knowing anything about programming.

Target group

Teachers / Educators

PADLET

Padlet takes the idea of the notice board and makes it digital. It is a platform in which you can create a single or multiple walls that are able to house all the posts you want to share. From videos and images to documents and audio, it is literally a blank slate. It's collaborative, too, allowing you to involve students, other teachers, and even parents.

Link/Source

<https://padlet.com/>

How to use the tool within your class

Teachers can use it as a brainstorming or discussion board, live questions bank or class blog. Students can use it as a digital portfolio and self-assessment tool, by showcasing their tasks and feedback (videos, pictures, reflections, etc.). They can also use it as collaboratively note-taking tool or even as an interactive storytelling platform.

The purpose of the use

Highly visual and intuitive collaborative tool that supports the pedagogic approach of 'Active Blended Learning'.

Target group

Teachers / Educators and Students from 11-12 years old onwards.

DECK TOYS

Deck.Toys is an edtech tool that allows you to teach and engage students by taking your usual lesson materials and turn them into guided activities that let your students show you what they know as they work at their own pace.

Link/Source

<https://deck.toys/>

How to use the tool within your class

Teachers can create lessons in the shape of escape rooms or gamified learning paths.

The purpose of the use

To gamify learning and make students have fun exploring a lesson, while tracking student progress directly from the map. To keep pupils engaged during remote learning

Target group

Teachers / Educators

EDPUZZLE

You can create video lesson, find video lessons created by other teachers, including formative assessment. You can adapt the video by embedding your own questions or audio, include notes and add open and multiple-choice questions.

Link/Source

<https://edpuzzle.com>

How to use the tool within your class

You can use it for formative assessment or just for introducing new contents to the students. It is a good tool for flipped classroom technique. You can also use your own videos or voice over and/or add notes

The purpose of the use

Assessment delivering content track students work

Target group

From 10- 11 years onwards

BLENDSPACE

Allows you to incorporate lots of multimedia resources, but be discerning with content and assessments to avoid lazy teaching or learning. (Create, engage assess)

Link/Source

<https://www.blendspace.com/lessons>

How to use the tool within your class

You can add all you materials in one single space and you can add some quizzes to check students understanding of the contents. It also allows you to give feedback to the class through an online chat

The purpose of the use

Content delivery - comprehension check

Target group

From 10- 11 years onwards

TEDED

The TED-Ed platform allows you to take any TED Talk, TED-Ed Lesson or educational video and easily create a lesson plan of customized questions and discussions. Users can then distribute these lessons, publicly or privately, and track their impact on the world, a class or an individual student.

Link/Source

<https://ed.ted.com/educator>

How to use the tool within your class

You can use it for formative assessment or just for introducing new contents to the students. It is a good tool for flipped classroom technique. you can create discussion forums, add links to more resources (you can not use your own videos unless you upload them to youtube)

The purpose of the use

Assessment delivering content track students work

Target group

From 10- 11 years onwards

WAKELET

Wakelet is a content curation and sharing platform where teachers and students can save and organize links, social media posts, videos, and images. These collections might tell a story, give directions, deliver lessons, gather research, or encourage collaboration.

Link/Source

<https://learn.wakelet.com>

How to use the tool within your class

Create spaces for students to present information or spaces for teachers to show /deliver contents - it allows all sorts of materials, videos, pdf, doc, texts, links

The purpose of the use

Presentations, curation of contents, e-portfolio

Target group

From 10- 11 years onwards

FLIP (FORMER FLIPGRID)

Flipgrid is a social learning platform that allows educators to ask a question either through a video or voice recording, then the students can respond in a video or voice recording. Students can write comments in Flipgrid on teacher or student created videos.

Link/Source

<https://info.flipgrid.com>

Target group

From 10- 11 years onwards

WORDWALL

- The easy way to create your own teaching resources.
- Make custom activities for your classroom.
- Quizzes, match ups, word games, and much more.

Link/Source

<https://wordwall.net/>

How to use the tool within your class

You can prepare interactive and different type quizzes to show the students in your class.

The purpose of the use

You can use the templates to create well-known activity types such as multiple choice, grouping or matching, or more complex games and quizzes.

Target group

Students

PREZI

Prezi is a web-based tool for creating presentations (called prezis for short).

It's similar to other presentation software like Microsoft PowerPoint, but it offers some unique features that make it a good alternative. In recent years, it has become popular in schools and businesses.

Link/Source

<https://prezi.com/>

How to use the tool within your class

You can prepare unusual presentations to show students in classroom.

The purpose of the use

It is good for presenting the main point of the lessons

Target group

Teachers and students

BOOKCREATOR

Book Creator is a free tool that allows educators and their students to create multimedia ebooks based off of class assignments and topics.

Link/Source

<https://bookcreator.com/>

How to use the tool within your class

Book Creator is designed to teach students by getting them excited about creating their own books on the topics they are learning about. Students can upload images, choose from emojis, make recordings and videos, and create and then share a finished book they wrote.

The purpose of the use

Creating online e-book by including videos, sounds and animations.

Target group

Teachers and students

THINGLINK

ThingLink makes education engaging with the use of rich media that can turn any image, video or VR experience into learning.

Link/Source

<https://www.thinglink.com>

How to use the tool within your class

Teachers can turn any image, video, or 360-degree VR shot into a learning experience. So is ThingLink a tool that could be used in your classroom to help engage students even more.

The purpose of the use

You can use images, your own pictures, videos, or 360-degree interactive images for tagging. By adding tags, you can allow students to interact with the media, drawing more detail from it.

Target group

Teachers

QUIZIZZ

Quizizz is a Learning platform that offers multiple tools to make a classroom fun, interactive and engaging.

Link/Source

<https://quizizz.com>

How to use the tool within your class

As a teacher, you can create lessons, conduct formative assessments, assign homework, and have other interactions with your students (for all grades) in a captivating way.

The purpose of the use

To make the evaluation more fun and engaging

Target group

Students

EMAZE

Emaze makes it easy for teachers to create fun, interactive lessons that keep their students "zoomed in". With Emaze's out-of-the-box templates, even technology-challenged teachers can build lessons that combine video, sound, and text to make the most of distance learning - including for students with special needs and learning disabilities.

And Emaze isn't only for teachers! Homework can be fun when kids can express their creative ideas with animation and sound.

Link/Source

<https://www.emaze.com>

How to use the tool within your class

You can prepare interesting presentations with it.

The purpose of the use

The most interesting feature of this app is that you can create 3D presentations with it.

Target group

Students

KAHOOT!

Kahoot! is an educational platform that is based on games and questions. Through this tool, teachers can create questionnaires, discussions, or surveys that complement academic lessons. Kahoot! promotes game-based learning, which increases student engagement and creates a dynamic, social, and fun educational environment.

Link/Source

<https://kahoot.com/>

How to use the tool within your class

The material is projected in the classroom and questions are answered by students while playing and learning at the same time.

The purpose of the use

Kahoot! is a tool that motivates and activates students' learning because it can test their knowledge, reiterate important concepts, and help them retain information. It also provides teachers with the ability to further create class discussion and student-to- student interaction.

Target group

Teachers and students

EDUCLIPPER

EduClipper is an easy to use social learning platform that allows teachers to create and share dynamic content, leave meaningful feedback on student assignments, and allows learners to capture and track their academic growth and achievement over time in digital learning portfolios.

Link/Source

<https://educlipper.net>

How to use the tool within your class

You can use the eduClipper bookmarklet to add "clips" (bookmarks) to your eduClipper boards. You can add PowerPoint, PDF, and image files to your boards. You can also add links to videos to your boards. You can play the videos without leaving your eduClipper board. And teachers who have Google Drive embedded into their professional lives they can add Google Drive files to the eduClipper boards.

The purpose of the use

Educlipper is a free sharing tool perfect for clipping, curating and sharing content. Users can register either as a teacher or students and create "clipboards" on which to collect digital content. It is a great place for teachers to collect resources and compose lessons, including websites, documents, videos and images.

Target group

Teachers and students

SOCRATIVE

Socrative is an online question and answer system that's ideal for digital interaction for students and teachers.

The idea is to take quizzing online, for remote learning and for a paper-free classroom. But, crucially, this also makes the feedback and marking near instant, which saves teacher time while also making progress faster for learning.

Link/Source

<https://www.socrative.com/>

How to use the tool within your class

Socrative is available on iOS, Android, and Chrome apps, and can also be accessed through a web-browser. This makes it easy to use for most students on nearly any device they can get access to, including their own smartphone, for example, which allows for outside-of-class responses, if necessary. Students can be sent a room code that they can then enter to access questions. Answers will then instantly register on the teacher's device as the students submit their responses, live. Once everyone has responded, the teacher can choose to select the "How did we do?" icon, which will show everyone's marks.

The purpose of the use

Socrative is a formative assessment tool that helps teachers and learners to assess understanding and progress in real time in class through the use of quizzes, questions and reflection questions.

Target group

Teachers and students

PROJEQT

Projqt is a presentation tool in which you can mix content from the web with your own content to create visual stories about your favorite things. Using Projqt you can create a visual story by linking together images, videos, and text. The content you link together can be material that you upload or material that you have found on the web.

Link/Source

<https://projqt.com/>

How to use the tool within your class

Teachers and students can use this site as a web 2.0 teaching and learning tool for creating visually compelling presentations. Once you decide on a topic and gather your images, links, videos, etc. it doesn't take long to create a presentation.

The site is a versatile presentation tool for teachers on all grade levels. Middle school and high school students will definitely like this one, too. If PowerPoint is popular at your school, Projqt is a good alternative presentation tool. Other content that can be added to a Projqt slideshow includes images, videos, hyperlinks, interactive maps, documents (PowerPoint and PDF), videos, music, and more. The final product can be shared via email and embedded into your blog or other web site"

The purpose of the use

Projqt gives teachers and students an online learning tool to express their creativity, knowledge and skills in the classroom. This digital storytelling web 2.0 teaching tool can develop communication skills and foster creativity during the production of the site's slideshows. Critical thinking skills are utilized as students strategically plan and organize their slides with appropriate and varied information to support their topic, problem, or question.

Target group

teachers and students

STORYBIRD

Storybird is a digital platform that allows students to tell stories using words and images. It offers creation tools and a public library to writers and readers around the world. Storybird is available on iOS, Android, online or directly via a Chrome extension.

Link/Source

<https://storybird.com/>

How to use the tool within your class

Storybird combines creative tools for writing, reading, and storytelling in educational settings. Students can make their own story. It makes students of all ages feel like “real authors” and bring their fantasy to life. Users can begin by browsing through a gallery of professional artwork until they find an inspiring image. When they find an image that interests them, they write a story or poem to accompany their chosen visual. Students can choose from a collection of images and build a picture book around them. Storybird also offers excellent resources for teachers, like writing lessons and private class settings.

The purpose of the use

Storybird aims to promote writing and reading skills in students through storytelling. In this tool, teachers can create interactive and artistic books online through a simple and easy to use interface. The stories created can be embedded in blogs, sent by email, and printed, among other options. In Storybird, teachers can also create projects with students, give constant feedback, and organize classes and grades.

Target group

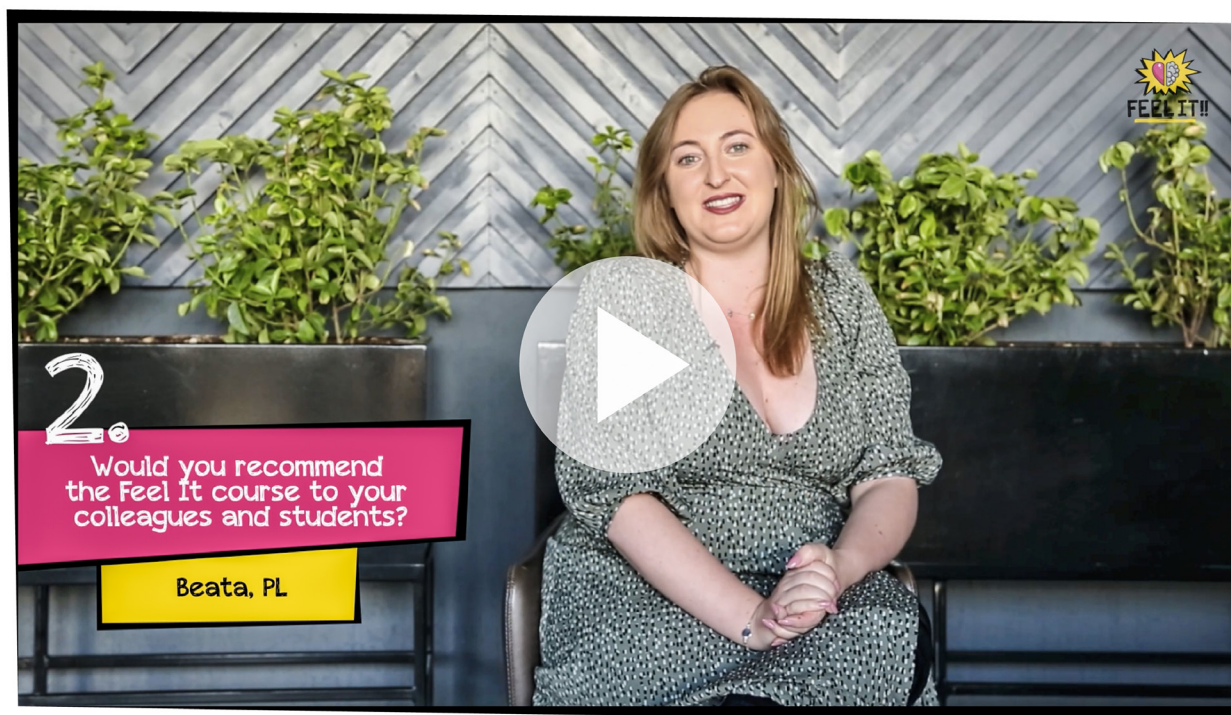
Teachers and students

06 IT'S HAPPENING
FEEL IT - VIDEO TESTIMONIALS

IT'S HAPPENING - FEEL IT – VIDEO TESTIMONIALS

CLICK ON THE PLAY BUTTON TO SEE THE VIDEO!

You can choose the subtitles in your language.



07 RESOURCES

RESOURCES

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3. Borek J., The flipped online classroom - changing the role of student and teacher, 2020, source:
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The background is a vibrant pink with numerous thin, darker pink lines radiating from the center towards the edges, creating a starburst or sunburst effect. In the center, there is a white speech bubble with a thick black outline. The bubble has a tail pointing towards the bottom center. Above and below the bubble, there are clusters of small black dots, resembling a halftone or stippled effect.

08 ABOUT
FEEL IT! PROJECT

ABOUT FEEL IT! PROJECT

About Feel It

Feel It! is an international ERASMUS+ project that seeks to act in the **prevention and diagnosis of mental issues** by providing the students and educators with **tools to manage and improve their emotional skills**.

In a society where young people are increasingly experiencing problems with anxiety and in knowing how to deal with their own emotions, within this project will be created **a course that will help schools to identify their pupils' emotions** and equip them with tools and skills for self-regulation and emotional control.

Partners



AEPC
Portugal



Peyami Safa
Turkey



IES Legio VII
Spain



ETIC Algarve
Portugal



Collegium Balticum
Poland



Matei Basarab
Romania



GLAFKA
Czechia

What problem do we solve?

Youth anxiety and depression are at record levels and, sadly, it keeps rising with each year.

Studies show that 1 in every 3 of young people (12-24 years old) experience anxiety on regular basis.

Most of them leave it **untreated and unmanaged** even until their 20's, despite half of mental health issues triggers before 14 years of age.

Once these and other daily triggers (ex.excessive stress) are combined, they start to negatively impact mental health, overall performance quality and a simple enjoyment of everyday's life.

Our goal!

Main aim of the project is to **develop emotional and social competences of 12-17 year old students** within blended learning programme.

This will be achieved with the support of digital tools and distance learning, as well as by **providing the teachers/school educators with innovative training contents**.

All of this to **apply emotional intelligence skills in their** (both students and teachers!) **daily activities** and improve and update the educators' pedagogical, methodological and procedural skills.

How do we want to achieve it?

IO1 - An e-learning platform

An e-learning course that helps develop emotional and social competences among students using digital tools and distance learning approach. An e-learning course is inspired by pop culture: movies and series, music, comic books and social media examples or stories about the lives of celebrities. **Check the back of this flyer to access the course!**

IO2- E-book

A handy online guide that contains tips for teachers on how to implement innovations to their lessons and make them more attractive for students. Bonus - video testimonials of teachers that have participated in a pilot phase!



feelitproject.com



feelit_ka2



feelitprojectcom