



## SCHOOL TO SCHOOL STRATEGIC PARTNERSHIP

2019-1-AT01-KA229-051193

### Manual for Teachers

“Sharing Key Ideas Learning for Life in Educational Digitization”



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**More information on the project is available on the following Internet links:**

**Project website:** <http://www.skilled-erasmus.eu>

**eTwinning:** <https://twinspace.etwinning.net/85579/home>

**Facebook:** <https://www.facebook.com/skillederasmus>

**YouTube:** <https://www.youtube.com/channel/UCJ6MBWPUe5l2tw6UQmfHMMA>

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## Partner schools



### Öffentliches Stiftsgymnasium der Benediktiner in St. Paul

Hauptstrasse 1

A-9470 St. Paul im Lavanttal

Contact person: Prof. Giovanni Santoro

Tel: +43 4357 2304

Email: [sang@stiftsgym-stpaul.at](mailto:sang@stiftsgym-stpaul.at)

Website: [www.stiftsgym-stpaul.at](http://www.stiftsgym-stpaul.at)

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Sint-Gummarus  
college

### Sint-Gummarus College

Kanunnik Davidlaan 10

BE-2500 Lier

Contact person: Prof. Eva Peeters

Tel: +32 476 23 78 28

Email: [peeters\\_eva@yahoo.com](mailto:peeters_eva@yahoo.com)

Website: [www.sgclier.be](http://www.sgclier.be)

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### Pagkyprio Lykeio

28-30 Gregori Afxentiou Avenue

CYP-6021 Larnaca

Contact person: Prof. Eleni Pouliasi- Papagianni

Tel: +35 724 65 30 05

Email: [athens@cytanet.com.cy](mailto:athens@cytanet.com.cy)

Website: [www.lyk-pagkyprio-lar.schools.ac.cy](http://www.lyk-pagkyprio-lar.schools.ac.cy)

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### Aristotelio College

16 Str. Vissarionos

EL-55510 Pylaia - Thessaloniki

Contact person: Prof. Maria Papachristou

Tel: +30 2310 471 711

Email: [papachristoumary@hotmail.com](mailto:papachristoumary@hotmail.com)

Website: [www.aristotelio.edu.gr](http://www.aristotelio.edu.gr)

---



### Liceo Scientifico Statale "Sandro Pertini"

Via Caltagirone, 1

IT-00055 Ladispoli

Contact person: Prof. Francesca Dello Vicario

Tel: +39 6 12 11 27 160

Email: [dellovi62@gmail.com](mailto:dellovi62@gmail.com)

Website: [www.liceopertiniladispoli.edu.it](http://www.liceopertiniladispoli.edu.it)

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### IES Joaquin Turina

Donante de Órganos 2

ES-41007 Sevilla

Contact person: Prof. Simón Pérez González

Tel: +34 955 62 37 75

Email: [turinadireccion@gmail.com](mailto:turinadireccion@gmail.com)

Website: [www.iesjoaquinturina.es](http://www.iesjoaquinturina.es)

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## **The Project**

### **Context/Background of the project**

According with the conclusions of the European Council of October 2017 and in line with the “Digital Education Plan” of 17 January 2018, commissioned by the European Commission, education and training systems of the EU have to make better use of innovation and digital technology and support the development of relevant digital competences needed for life and work in an age of rapid digital changes. Therefore, schools from 6 countries decided to set up this project, whose aims are to acquire, develop and improve new skills, common strategies and exchange of good practices improving learning outcomes, enhance equity, improve efficiency, boost entrepreneurial competences and support digital entrepreneurship.

### **Objectives**

The objectives strived for are:

- promote innovative pedagogies and methods for teaching, learning and assessment, supporting educators and learners to use digital technologies in creative, collaborative and efficient ways;
- promote the acquisition of skills and key competences (particularly digital skills, intercultural and language competences and entrepreneurship);
- promote intercultural dialogue and encourage cooperation through all forms of learning in cooperation with other relevant policies, educational stakeholder and the labour market;
- strengthen the professional and educational profile of teachers;
- trigger innovation and reinforce the response of education systems to the main challenges of today's world.

### **Number/Profile of participants**

The partnership is made up of 6 different schools from Austria, Belgium, Cyprus, Greece, Italy and Spain. The target participants are upper secondary school pupils aged 15–18 and teachers. Working groups of 16 pupils (2 alternating groups of 8 pupils) will be formed in each respective school. Together with approximately 54 teachers as a whole, they will take part in transnational learning activities and will act as disseminators for their working group and school community.

### **Activities/Methodology**

The following activities are planned:

#### **Content/regional/intercultural preparations**

- Videos to introduce the partner schools and their city
- Preparation of interdisciplinary lesson plans and digital learning materials
- Regional and intercultural preparation of the student exchange
- In-school and external dissemination events

### **Transnational learning, teaching and education activities**

- Job Shadowing and conferences with experts
- Presentation/exchange of the tests implemented and their results
- After study visits to specialized ICT and STEM companies.
- Awards for best creative products
- In-school and external dissemination events
- Exchange with non-participating institutions via Blended Mobility

### **Description of results**

The following results are planned: project website, Facebook/YouTube account, various lesson plans and other digital learning materials (videos, PP-presentations, guidebook, manual for educators, etc.). The OER dissemination of all project results is planned, so that these can be integrated into the school curriculum in other schools and countries.

### **Description of impact envisaged**

The results strived for are as follows:

- education systems that are better aligned to the needs of and opportunities offered by the labour market, and closer links to business and the community;
- improved provision and assessment of basic and transversal skills, particularly: entrepreneurship, intercultural and language competences and digital skills through formal/non-formal education in a LLL perspective
- more strategic and integrated use of ICTs and open educational resources (OER) in education;
- increased motivation for language learning through innovative teaching methods or better links to practical use of language skills required by the labour market;
- Strengthening of teaching staff 's didactic skills
- Improved internationalization
- Sensitizing and making society aware of the European dimension of education and of its priorities
- Improvement of attractiveness and visibility of the school's location

### **Longer term benefits**

After the completion of the project, material as well as immaterial results will continue to be available and can be used by further stakeholders. In addition to that, appropriate tools will be implemented, which constitute a substantial and economic resource for ensuring sustainability. As a result of the activities realized and the achievable results, the following additional long-term benefits can result from the project:

- a change of mindset of the participants involved in the project, resulting in a greater knowledge, a better understanding of the topic and willingness to be more active in their society
- Impulses for further development
- Inspiration for third parties to participate in future Erasmus+ programs
- Transfer of project results to new areas
- Promotion of the EU values

## Activities and Topics of the project

| Activities                     | Topics  |
|--------------------------------|---|
| 1st Joint-Staff Training Event | DigComp: necessary competences to be digitally competent          |
| 1st Cross student exchange     | Information and data literacy                                     |
| 2nd Joint-Staff Training Event | Digital content creation  |
| 2nd Cross student exchange     | SELFIE  |
| 3rd Cross student exchange     | Safety  |
| 4th Cross student exchange     | Problem solving   |
| 5th Cross student exchange     | Communication and collaboration                                   |
| 6th Cross student exchange     | Job hunting: interact with the labour market using digital skills |
| 3rd Joint-Staff Training Event | Use digital technologies  |

## 1st Joint-Staff Training Event

**Topic: DigComp: necessary competences to be digitally competent**

**Date: 17/11/2019 – 23/11/2019**

**Hosting school: Pagkyprio Lykeio, Larnaca (Cyprus)**

The First Short -Term joint staff training event of the project 2019-1-AT01-KA229-051193 “Sharing Key Ideas Learning for Life in Educational Digitization” has taken place at Pagkyprio Lykeio in Larnaca (Cyprus), between 17<sup>th</sup> and 23<sup>rd</sup> of November 2019.

*Digital technologies and digital competences have become necessary for life, work, and education. Therefore, a key task for schools is preparing students and teachers to make the most of the digital technologies to meet the challenges of a digitalized, globalized, and interconnected world. Therefore, the aim of our 6-school partnership was to acquire, develop and improve new skills, common strategies, and exchange of good practices to improve and support digital competences.*

Digital competence extends from the ability to manage devices and software, to the ability to use technology for learning and includes critical thinking, problem solving skills, autonomous learning, collaboration and communication, creativity, and innovation.



### *Welcome Meeting at Pagkyprio High School*

The first day of the working sessions started with all the participants being welcomed by the school administration and teachers of the hosting school and everybody introduced themselves. Following that, the participants had the opportunity to attend a school event, delivered by the students, to commemorate **The Athens Polytechnic Uprising** which started as a massive student demonstration of popular rejection of the **Greek military junta of 1967–1974** and ended in bloodshed in the early morning of November 17<sup>th</sup> 1973.



### *Kick – off conference with expert*

Participants had the opportunity to meet with Mrs. Anastasia Economou, the Head of Educational Technology Department of the Cyprus Pedagogical Institute. Mrs. Economou delivered a seminar with the title 'Teachers' professional development on their Digital Competence through a reflective learning cycle (MENTEP Mentoring Technology Enhanced Pedagogy)'.

Learning Objectives:

- to introduce the Mentoring Technology Enhanced Pedagogy (MENTEP) project
- MENTEP was created to develop a reliable, user-friendly, and sustainable tool for teachers to self-assess progress in technology-enhanced teaching (TET) competence.
- TET competence refers to proficiency in using ICT in teaching, applying pedagogic and didactic judgment, and awareness of implications for learning.
- <http://mentep.eun.org/about;jsessionid=7013E2962F2FA843EB6F16C16EE4E2F1>





After the end of first day's session all participants were offered a welcome lunch at a local restaurant by the hosting school followed by a cultural walk in the town.

### ***PROJECT MEETING***

#### ***Timeline and destinations, communication.***

The participants started the day off by having a Project meeting where they discussed timelines, communication, budget, products, dissemination, quality checks and other relevant matters. Upon completion of the meeting participants travelled to Nicosia where they visited the Digitally Supported Learning Environment at the Cyprus Pedagogical Institute. The participants went through hands-on activities using emerging technologies, guided by the Educational Technology Department staff.



### ***Workshop***

Visit to the Digitally Supported Learning Environment at the Cyprus Pedagogical Institute. The participants had the opportunity for hands-on activities using emerging technologies, guided by the Educational Technology Department staff. Digital technologies add pedagogical value to learning activities, developing opportunities for building knowledge, developing skills, and cultivating attitudes.

#### **Learning Objective:**

- to see and use modern digital technologies such as robotics and virtual reality through which learners follow their own learning cycle, making use of available tools and digital environments.
- The participants attended virtual classes workshop for robotics used for structured learning in classes.

- The teachers were involved in experiential activities related to modern technologies such as humanoid robots, robotics packages, augmented and virtual reality technologies, 3D simulations and 3D printing, interactive work surfaces and devices which all can be used as learning tools, but also as objects for programming and applications.
- <https://digilearn.pi.ac.cy/>



After that the team had lunch at the Higher Hotel Institute of Cyprus. The food and the service were all done by the students of the Higher Hotel Institute. After lunch the participants went for sightseeing in Nicosia where they have been guided by a professional guide to the most important sights of the only divided capital city in Europe.

### *Cultural Trip to Pafos*

This day was fully devoted to a cultural trip to Paphos. The team visited the archaeological site of Choirokoitia, the ancient Theater of Kourion, the birthplace of Aphrodite (Petra tou Romiou) and the famous Paphos mosaics. While in Paphos the team had lunch at a traditional restaurant and in the afternoon the participants had some free time to walk by the Paphos old harbour before returning to Larnaca. A professional guide accompanied the team during the whole trip giving the participants valuable and detailed information of all the sites visited.



## ***PROJECT MEETING***

*Budget, risks, products, dissemination.*

*Focus: The use of eTwinning tools to disseminate the project.*

That morning was used by the project coordinator to go over the project's main parts and emphasize on the matters that needed most attention. Roles were assigned, budgets were discussed in more detail, communication, dates of exchanges and other relevant issues. After that the Erasmus team underwent a job shadowing activity by attending an Information Computer Technology Class. The afternoon was free for the participants.



## ***Workshop with an expert***

The day started off with a workshop delivered by Celia Hadjichristodoulou (PhD. Microsoft Innovation Center of European University) with the title “Ideation process: From hobbies and passions to innovative business ideas!”. The ideation process is closely related to the entrepreneurship topic, as it is the first thing to teach people in an entrepreneurship-related course/module. It helps young people in developing an innovative mindset and in creating fresh ideas in a short period of time. The students start by completing within 10’ on his/her own a table listing their passions, needs, hobbies and frustrations. Then the students make groups of 4-5 people, and they start sharing with each other what they have written on their table. The purpose is to find common points, links, and market gaps, in order to come up with an innovative business idea. Each team will have 2’ to present their innovative idea at the end of the activity and to reflect on the learning process.



### *Dissemination event*

In the afternoon of this last working day a dissemination event was organised by the hosting school. Teachers, members of the Parents Teachers Association, a member of local press and the District Educational Inspector attended the event. During the dissemination, the coordinator made an evaluation of the week passed and presented the projects and its main points. At the end the certificates and agreements were signed and given to the participants. Gifts were also exchanged between the participating countries.



## 1st Cross student exchange

**TOPIC: Information and data literacy**

**Date: 02/03/2020 – 08/03/2020**

**Hosting school: Aristotelio College (Greece)**

**Sending schools: Sint-Gummarus College (Belgium) & Pagkyprio Lykeio (Cyprus)**

The Cypriot team arrived at the airport of Thessaloniki on Sunday and the Belgian team on Monday. The hosting families and students picked up their guests-students. The teachers were welcomed by the teachers of Aristotelio College and the Headmaster and they were transferred to the hotel. The afternoon was a free time for the teachers while the students had the chance for activities with the hosting families. Clean Monday was holiday in Greece and students experienced traditional and cultural activities with the families.



### *Ice breaking Activities and Project Presentations*

First day at Aristotelio College for the guest students who moved to school by the private school buses. Firstly, they were welcomed by the Headmaster and then, according to the agenda that was presented, ice breaking activities took place organized by students and teachers. Project work about the topic of the exchange was presented in front of other Erasmus students and teachers also from Austria and the Headmaster.

Working time: 2 hours



### *Classroom Immersion : ICT skills*

The first classroom was an ICT classroom immersion (from ICT teachers from Cyprus and Greece) entitled “**Movie Maker and Web2.0 Tools**”. The objectives of this activity were: to introduce Web2.0 tools to the students, to learn the basic steps of using Movie Maker and finally to learn the theoretical background and the differences from Web1.0 to Web3.0 tools.

The students were divided in teams according to the pairs they have formed in hosting and visited the Computer Lab of the school. They were taught the steps of how to add images, text, music and movements to Movie Maker and they made their own videos. Additionally, a brief theoretical background was given about the Web tools from Web 1.0 to Web 3.0 and then they have created short videos about a variety of Web 2.0 tools such as Animoto, Kahoot, etc.

Working time: 2 hours



### *Classroom Immersion : Creative Writing and ICT*

The second classroom immersion concerned “*The Erasmians! A digital magazine of great biographies*” occurred by an expert of Creative writing and a teacher from hosting school. The students had to interview each other and presented their classmate’s biography and then they had to write the biography in a different way, a way of Joomag, an online magazine. The objectives of this activity were: to know better each other and learn creative writing skills to form an online magazine. At the end of the seminar certificates were signed by the expert.



Working time: 2 hours

### *Classroom Immersion : Physical Education*

The final classroom immersion involved physical education and it was organized by teachers from the hosting school and from Belgium. Before the end of the day all students and teachers had a group photo at Erasmus corner of hosting school. The main objective was to bring closer to each other the students and experience a different model of the class.



Working time: 1 hour

### *Cultural excursion to Vergina and mount Olympus*

Students and teachers visited Vergina near Aigai the first capital of Macedon. A guided tour was planned by an archeologist to the place that Manolis Andronikos claimed that these were the burial sites of the kings of Macedon, including the tomb of Philip II, father of Alexander the Great and also Alexander IV of Macedon, son of Alexander the Great. Then the students and the teachers visited mount Olympus, the tallest mountain in Greece famous from Greek mythology as it was hosting the Palace of Zeus and all ancient Gods.

Working time: 8 hours



### *Visit to Archaeological Museum*

The students were transferred to Thessaloniki's Archaeological museum, one of the largest museums in Greece and the central museum of northern Greece. Basically it has the entire history of ancient Macedonia and it includes unique masterpieces of Ancient Greek art from prehistoric times to late antiquity.

Working time: 2 hours



### *Workshop with an expert: Educational Robotics*

A workshop was given by Professor N. Fachantidis of University of Macedonia, Department of Educational and Social Policy. Professor have a speech about social robots and then the students had the chance to interact with NAO, a social robot. The objectives were: the students to be familiar with artificial intelligence, to realize the need of robot in everyday life and the existence of digital personal assistants.

Working time: 2 hours



## *Model of United Nations*

The Erasmus+ MUN committee operated in a rather unique way, since the opening ceremony was canceled for precaution reason. From traditional General Assembly (GA) committee process started straight away and encouraged values such as respect and cooperation between delegates. The chairs after some ice breaking activities, and the mandatory roll call, the delegates were split into teams and had a debate. The topic was about digital tools used in education/school or not. The two teams, one in favor and one against, had supported with strong arguments each side and a strong debate occurred. After that the delegates of the committee proposed solutions and products about the topics but also other advisors of the English language. A summary of the events was presented, while emotional moments spread out the theatre room.

Working time: 7 hours



## 2nd Joint-Staff Training Event

**Topic: Digital content creation**

**Date: 24/10/2021 – 30/10/2021**

**Hosting school: Sint-Gummarus College (Belgium)**

The second Short-Term Joint Staff Training Event between teachers of each school has taken place from 24th to 30th of October 2021 at Sint-Gummarus College in Lier (Belgium).

This was the first day of the working sessions. The participants met the headmaster and other teachers of the hosting school. The headmaster, Tom Jansen, with his opening speech emphasized all the reasons that education should turn to digital. Since it was the first time that all participants were together, after the pandemic due to COVID-19, they had to rearrange the cross-student events and agree new selection criteria. Professor Giovanni Santoro, coordinator of the project, attended the meeting with videoconference and explained the project of the art and guided all the further implementation discussed. The importance of the meeting underlined also by the Mayor of Lier, Rik Verwaest, who personally welcomed the teachers and gave a guided tour of Lier since he had studied history. The afternoon ended with the hosting school providing a welcome lunch to the participants and other members of the hosting school such as the Finance Director of the school.



### *Workshop with expert at PXL University*

During the second working day, all participants travelled to Hasselt. The destination was the PXL university in where professor Wouter Hustinx explained the aims and the necessity of going digital in education as this is an area that PXL university specializes. The participants had demonstrations in four themes: e-learning, 360 VR, podcasting, knowledge clips on how they implement digital learning and the ways they support the students. Digital learning also includes recordings and providing video lessons but also of great importance is the training of the future teachers. Professor Hustinx referred to the four building blocks of digital learning and pointed out the importance of each of them: educational vision, digital competences and professional development, hardware and infrastructure, software and digital learning content. Then, the participants had a guided tour to other areas of the University where they could observe the processes followed to do the video lessons and ways to include 360 VR into the

lessons. Participants had lunch at the University cafeteria. Since in Belgium the culture of cycling is widely spread, the participants rent bikes and had an amazing experience cycling through the water in one of the most famous cycling routes in Hasselt (37 Km).



### *Job-shadowing Activity*

Teachers were divided in smaller groups and visited the classes for biology, history (in English) and German language. Teachers had the chance to observe a different way of teaching and how the hosting teachers involved technology into their classes. For some partners this experience was very educative because they could see innovative ways of digital learning in practise. After the job shadowing, one of the hosting teachers gave a tour of the school.



### *Videoconference with the coordinator*

The fourth day started with a videoconference with the coordinator of the project. Each topic was analysed further and the participants made suggestions about the processes that would be followed and the products that would be produced by the students. Additionally, the dates of the exchanges were fixed again and also the timeline of the whole project according to the

timetable of each participating school. Dates were changed from the initial report but not the groups of hosting and visiting schools and the order of the topics. The coordinator presented the risks for every situation and participants agreed to the procedures that would follow during the selection of the students due to COVID19 regulations. Next topic was the documents that should be produced by each school and the ways of sharing. Furthermore, the organisation of the exchange week was explained and the responsibilities of each hosting/visiting school and students. Another vivid topic that was analysed in detail was the control of the budget. Participants had questions about the procedures covered by each part of the budget and their obligations, so everything was made clear to everybody by the participants of the coordinating school. Finally, ways of dissemination were suggested by participants and each product – working space (such as project website, YouTube channel, E-twinning, evaluation etc.) was assigned to each participating school.



### *Cultural trip to Mechelen*

After project work at school, the participants visited Mechelen by train. There they had lunch and they had a guided tour to Kazerne Dossin. The German occupier used the Kazerne Dossin as an assembly camp for Belgian Jews and gypsies. Many transportations departed to Auschwitz Birkenau. The day ended with a guided tour of the beautiful city of Mechelen.



### *Workshop with an expert: use Tik – Tok in class*

On Friday, another workshop was carried out focusing on Tik/Tok. A teacher from hosting school, expert on arts and video production, provided a workshop to participants about how to use tik/tok in classroom. Firstly, the expert helped the other teachers to download the application and taught them the basic characteristics and steps needed in order to make a tik/tok

video. After their own experience, all teachers created their own Tik/Tok and then discussed the ways that this software tool can be used in the classroom in different subjects.



## 2nd Cross student exchange

**Topic: SELFIE**

**Date: 20/03/2022 – 26/03/2022**

**Hosting school: Liceo Scientifico Sandro Pertini (Italy)**

**Sending schools: Stiftsgymnasium St. Paul (Austria) & IES Joaquin Turina (Spain)**

SELFIE is a free tool designed to help schools embed digital technologies into teaching, learning and assessment, with a strong basis in research. It was developed based on the European Commission framework on promoting digital-age learning in educational organisations. SELFIE anonymously gathers the views of students, teachers and school leaders on how technology is used in their school, using short statements and questions and a simple 1-5 answer scale. Based on this input, the tool generates a report of a school's strengths and weaknesses in their use of technology.

### *Workshop: SELFIE tool presentation*

Objectives:

- Introduce Selfie Tool teachers and students from different partner schools
- Create awareness of the importance of self evaluation and reflection on digital skills among students and teachers in different cultural, social, linguistic context
- Gather information and suggestion to improve digital skills in the partner institutions
- Encourage an understanding of both strengths and weaknesses through self reflection on school's digital capacity

Working time: 2 hours

Description

After a brief presentation of the SELFIE tool and the explanation of its features, the teacher split the students into small groups and asked them some questions related to the topic.

These are the questions:

- 1- What are the main challenges to scaling-up new teaching approaches?
- 2 - How can technology help to transform teaching and learning?
- 3 - What changes need to be made to encourage project-based learning?
- 4 - What would be the main innovation you would advise teachers to implement in their classroom?

Below the most significant answers of the students.

Question n. 1

- Learning using different tools and different methods.
- Interacting.
- Exploring the possibility of learning outside the classroom.

Question n. 2

- Students can learn by having access to computers, tablets and phones.
- They can use e-books to do research.
- Students want the opportunity to explore by themselves.

Question n. 3

- Teachers should change their approach: tests are important not only for the assessment of the students, but in order to check their needs.
- Teachers should take into account the importance of cooperation and collaboration.

Question n. 4

- Teachers should use different features of their instruments. Actually most of the teachers use the white board as a screen, ignoring its functions.
- Students should work on projects in order to improve their creativity, they shouldn't be passive during the lessons.

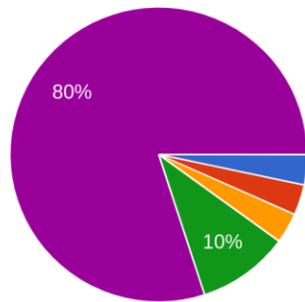
Then the students took a test structured using short statements and questions along the same lines of SELFIE questions, in order to stimulate their self reflections on learning by the use of innovative learning technologies. Questions were divided into 4 sections:

- 1- Technology available in their school
- 2- The way they use technology in their school
- 3- What do they use technology in their school for
- 4- What do they learn from using technology in their school.

These are some results:

### Are you able to access digital devices (computer, laptop, tablet, mobile phone) at home?

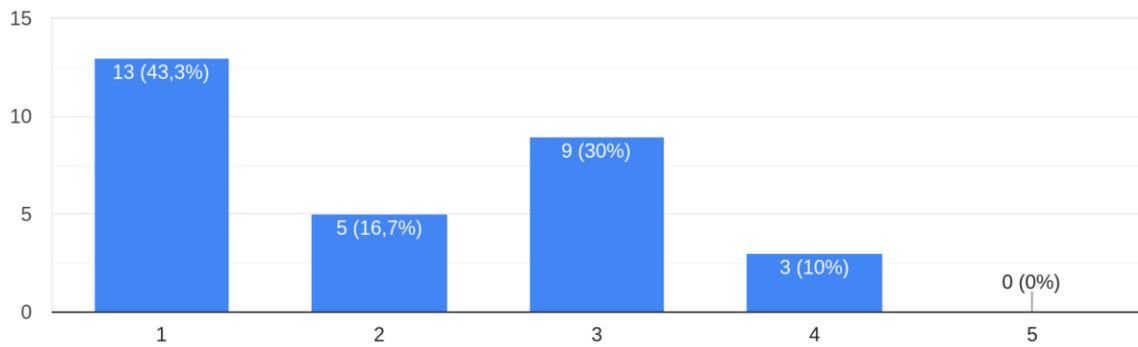
30 risposte



- I don't have access to a digital device to use for my school work
- I have access to a digital device but it is not suitable to use for my school work
- There is a shared digital device at home which I can use for my school work bu...
- There is a shared digital device at home which I use for my school work when I...
- I have access to a digital device that is suitable to use for my school work

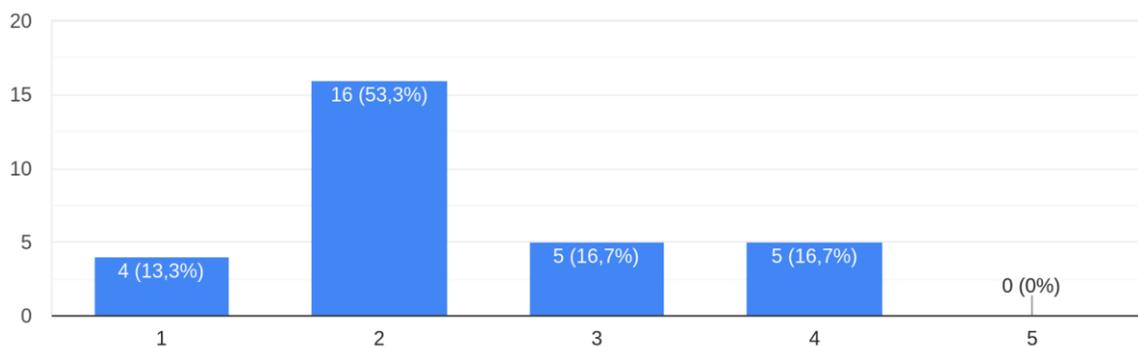
### In our school, we talk with teachers about the advantages and disadvantages of using technology for learning

30 risposte



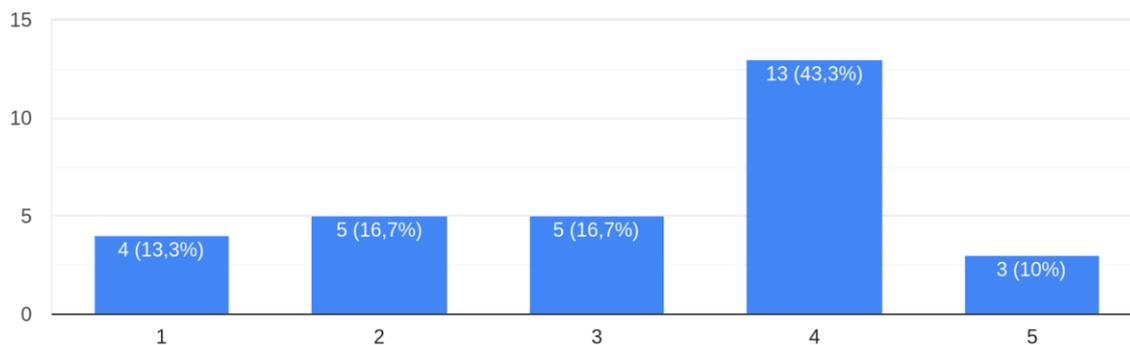
### In our school, technical support is available when I face problems with technology

30 risposte



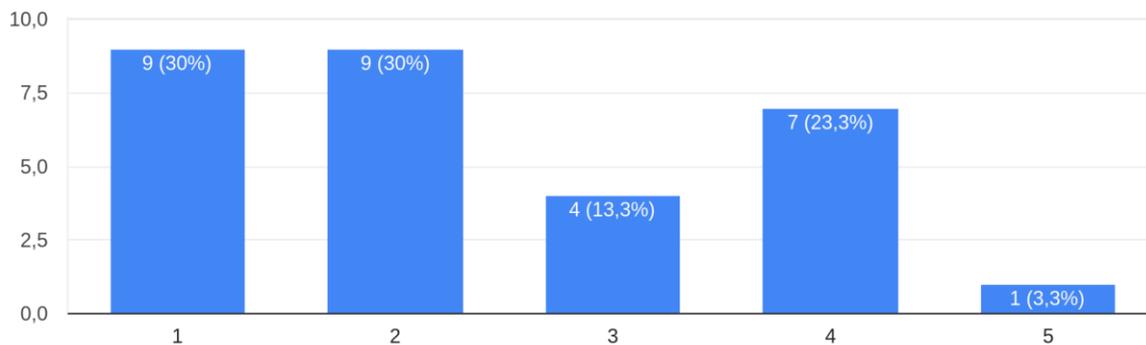
Our teachers use online platforms, to which we can also contribute, to facilitate our learning

30 risposte



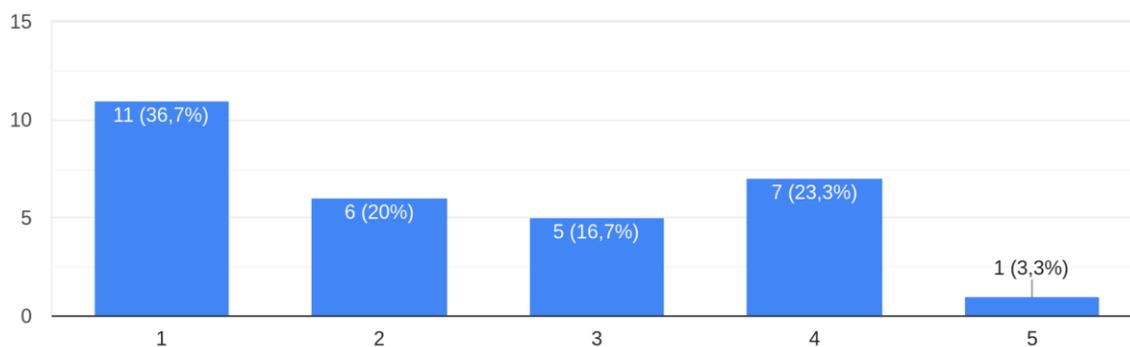
In our school, I learn how to check that the information I find online is reliable and accurate

30 risposte



In our school, I learn how to behave safely online

30 risposte





### *Classroom immersion: creation of a website*

Objectives:

- identify the steps needed to create a website,
- identify which languages and tools are required to develop a website
- Be able to embed social media content into web pages.
- build a successful, attractive, and informational Web page.
- merge creativity and personal experience with digital competence

Working time: about 8 hours

Description

The second activity was prepared day by day and finished on the last day of the exchange. The students uploaded photos, short videos and descriptions of the excursions of the week on a web site. The last day a QR code was created, to allow direct access to the web site from mobile phones. It was printed on a Bookmark, that was offered as a gadget to the hosts of the final dissemination event.

This is the link of the product:

<https://sites.google.com/view/erasmus-ka2-skilled/home-page>



### 3rd Cross student exchange

**Topic: Safety**

**Date: 13/02/2022 – 19/02/2022**

**Hosting school: Pagkyprio Lykeio (Cyprus)**

**Sending schools: Sint-Gummarus College (Belgium) & Aristotelio College (Greece)**

Digital technologies and digital competences have become necessary for life, work, and education. Therefore, a key task for schools is preparing students and teachers to make the most of the digital technologies to meet the challenges of a digitalized, globalized, and interconnected world. Therefore, the aim of our 6-school partnership was to acquire, develop and improve new skills, common strategies, and exchange of good practices to improve and support digital competences.

The European Commission has prioritized digital skills development through a range of policies and actions. Such an example is the guide of DigComp which operates as a reference framework describing what it means to be digitally competent. This guide is intended for anyone working to promote digital skills in formal education and training. This guide has been our main tool for this project and our major guideline. Many colleagues involved (at least in my school) were not aware of this digital framework and we are grateful that through this project we were introduced to the DigComp guide and its references.

One of the competences that DigComp addresses is SAFETY which was our topic for the short-term exchange of students on February 13<sup>th</sup>- 19<sup>th</sup>, 2022. Using the DigComp references we focused the workshops and activities on the basic level of the four competences indicated in the DigComp framework.

The four competences of SAFETY are:

1. Protecting devices
2. Protecting personal data and privacy
3. Protecting Health and wellbeing
4. Protecting the environment

In all our activities our purpose was to introduce the topic, raise awareness about the topic and help the student learn and relearn new skills.

#### *Workshop 1 by Digital Security Authority*

*“Safe Internet use, recognizing risks and case studies”*

<https://create.kahoot.it/share/duplicate-of-cybersafety-awareness/b078617c-706f-481f-8f35-dc06f4a56606>

*Learning Objectives:*

- *To raise awareness about safe internet use and the risks.*
- *To learn and be aware of how to protect devices and digital content*
- *To understand risks and threats in digital environments.*
- *To identify simple ways to protect devices and digital content,*
- *To follow simple safety and security measures.*

- HTTP vs HTTPS
- KEYLOGGER (Real-time example)

Working time: 2 hours

Description: The students were asked to log on to Kahoot and answer the questions and after each answer there was a group discussion by the facilitators explaining the right and the wrong answers. The purpose was to help them recognize internet risks using examples and by testing their own alleged knowledge.

The questions were targeted to enrich knowledge about passwords, measures to protect devices and different types of risks in digital environments, such as identity theft and scams.

The skills developed were regarding passwords (selecting and managing), anti-virus, activating authentication such as OTP and managing personal data on apps. Also important habits such as not leaving computers or other mobile devices unattended in public places and not using open Wi-fi networks to take care of their financial payments or online banking.

### *Workshop 2 by Digital Security Authority*

*“Recognizing websites/messages with false/malicious information as compared to legitimate ones”*

<https://create.kahoot.it/share/fake-websites-email-en/a85d1ee4-d8a1-4842-b17d-a4a7e26e8e94>

*Learning Objectives:*

- select simple ways to protect my personal data and privacy in digital environments,
- To understand how to use and share personally identifiable information while being able to protect oneself and others from damages.
- Learn about the “privacy policy” of an app or service should explain what personal data it collects (e.g. name, brand of device, geolocation of the user), and whether data are shared with third parties.
- To recognize safe authentic emails as opposed to suspicious or malicious emails.

Working time: 2 hours

Description: The students were asked to log on to Kahoot and answer the questions and after each answer there was a group discussion by the facilitators clarifying the right and the wrong answers. The discussion was about how to identify suspicious e-mail messages that try to obtain sensitive information (e.g. personal data, banking identification) or might contain malware. The purpose was for students to be aware that these emails are often designed to trick people who do not check carefully. Terms like phishing, Spam, Spoofing, Pharming were discussed.



*Workshop 3 from Managing Internet Dangers by CYTA (Cyprus Telephone and Internet Authority)*

(Cancelled because the person doing it tested positive to Covid and was unable to even do it online) No replacement was available

Learning Objective:

- to analyze and review internet dangers and the skills to manage them. The instructor was to use case scenarios and examples from his daily cases in the Cyprus Internet Authority. This would have served as a wrap up of the week's activities. Because the activity was cancelled, we had a small discussion about the DigComp Framework of competences and the references to safety with a special emphasis on Protecting Health and wellbeing and the environmental impact of digital technologies.

Time: 1 hour and a half

## **PROTECTING HEALTH AND WELL-BEING**

We discussed health risks and threats to physical and psychological well-being while using digital technologies.

- Dangers in digital environments such as cyber bullying and digital addiction.
- Psychological problems and anxiety triggered by the perfect body images that are posted on social media.
- Online offensive language, insults, and inappropriate behaviors and their negative effects on mental health.
- We addressed the fact that when some people are on-line, they feel no restraint as opposed to face-to-face communication and this is dangerous for vulnerable groups who are at a higher risk of being victimized in digital environments.
- Awareness that digital tools can work both in positive and negative ways. For example they can create opportunities for participation in society for older people, people with special needs or people in remote areas, however, digital tools can also promote isolation or the exclusion of those who do not use them.

## PROTECTING THE ENVIRONMENT

There was a small discussion of the environmental impact of digital technologies and their use. The purpose was for the students to become aware of the *environmental impact of everyday digital practices such as video streaming that rely on data transfer which requires energy use and carbon emissions from devices, network, and data centers. Special emphasis was given on how we can be conscious and environmentally responsible when it comes to digital technologies. Positive habits can be:*

- *Recycling or reusing devices to minimize their environmental impact*
- *“Green” behaviors to follow when buying digital devices, e.g. choose products with less energy consumption during use and stand-by, less polluting (products easier to break up and recycle) and less toxic.*
- *Be aware that excessive e-shopping, purchasing and delivery of physical goods have an impact on the environment because of transport and creation of waste.*

*Brainstorming of habits to minimize environmental impact*

- *shutting down devices and switching off Wi-fi,*
- *not printing out documents,*
- *repair and replace parts to avoid the unnecessary replacement of digital devices.*
- *reduce the energy consumption of devices and services used, e.g. change the quality settings of video streaming services, using Wi-fi rather than data connectivity when at home, closing apps, optimizing email attachments).*
- *use digital tools to raise awareness of our consumer behavior on the environment (e.g. by looking for local produce, by searching for collective deals and car-pooling options for transportation).*
- *Become conscious of a product’s overall impact on the planet. For example e.g. reading a book online does not need paper and thus transport costs are low, however, one should consider digital devices including toxic component and needed energy to be charged.*

### **Workshop 4**

Objective: interactive learning of skills in internet safety

Time: 4 hours

Workshops by American University of Cyprus using case scenarios that students had to discuss and come up with ways to deal with the situations. The topics addressed included:

- Malicious software
- Cyberbullying
- Internet addiction
- Strong passwords
- Grooming
- Fake news
- Inappropriate material



*Classroom immersion Students present their work on safety*

Learning Objective: The students worked in teams and prepared short presentations on protecting devices, protecting personal data and privacy, protecting health and well-being, and protecting the environment. Then they all had a chance to present their topics.

Time: 1 hour and half



*Presentations*



## 4th Cross student exchange

**Topic: Problem solving**

**Date: 19/03/2022 – 25/03/2022**

**Hosting school: Sint-Gummarus College (Belgium)**

**Sending schools: Pagkyprio Lykeio (Cyprus) & Aristotelio College (Greece)**

The topic was divided in to **4 subtopics**: solving technical problems, identifying needs and technical responses, creatively using digital technologies, and identifying of digital competence gaps.

**Identifying and solving technical problems** are issues we face every day in the progress of the digitization of our education. It is important that teachers and students can manage the daily and upcoming problems they face while using the computer. **Identifying needs and technical responses** and to use and select digital tools can be a great help for supporting special needs like learning problems ore difficulties of hearing and vision. Selecting the right tools to maintain the right and correct information on the internet is as well a challenge we face very day.

**Creatively using digital technologies** can be a help and a motivator for many learning processes. A lot of tools that are used for entertainment and social networks can be used in learning activities to reach a wider target group while learning; Tools like TikTok, Facebook, Instagram and find their way into the educational world. Students feel engaged and motivated.

Teachers must understand where one's own **digital gaps** are to improve them, so they are able to support others with their digital competence development. We all, students and teachers should keep up to date with the digital evolution, especially in this fast-growing digital world with a mass amount of information. Collecting, storing, and processing the right data are real challenges we must deal with.

In the context of these submissions, we organized three workshops in our school, Sint Gummaruscollege in the city of Lier.

### *Workshop from Microsoft*

The first workshop covered the subtopic identifying needs and selection of the right tools. Kris van de Moortel from the company Microsoft explained and showed us different possibilities in de Microsoft programs (Word – Excel – PowerPoint) for using for students with learning problems. Adjusting the background of the screen to analysing words of a text were demonstrated by the docent. These tools can be used for students with dyslexia, dyscalculia, and colour-blindness. He also showed us apps for an easier communication between people of different nationalities. This app can be used in the Erasmus content immediately. It was an interesting workshop according to all students.



### *Workshop about app TikTok*

The second workshop was about the app TikTok. The use of this app perfectly matched the objective of creativity using digital technologies. These short videos can be used to visualise the scientific experiments in the courses of physics, chemistry and biology.

### *Cultural activity to Brussels*

The second activity was a visit of Brussel of the European Quarter. In the museum (Parliamentarium) you could find everything about the history of Europe and the current state of affairs.



### *Workshop about Internet of Things*

The third workshop dealt with the subject of internet of thing (IOT). A lecturer from the high school of the city of Mechelen told us about making an interface for connecting daily used tools. For example, students can control by their mobile device the lightning and screens in their room. They also can revive by IOT a message on their phone when a plant is needed to be watered. The risks and disadvantages of IOT were discussed. Can we trust a device made in China? Does Google record all our conversations in our living room by the google home system?



### *Classroom immersion (Escape room)*

The fourth activity was an escape room (made by some teachers of the school). in this escape room, the students had to show digital skills in order to be able to escape quickly from the set-up room.

## 5th Cross student exchange

**Topic: Communication and collaboration**

**Date: 24/04/2022 – 30/04/2022**

**Hosting school: IES Joaquin Turina (Spain)**

**Sending schools: Stiftsgymnasium St. Paul (Austria) & Liceo Scientifico Sandro Pertini (Italy)**

Two of the skills our Skilled project had to include are the ones stated in our C3 short term exchange we held in Seville, that is, how to use new technologies for real, informative and relevant communication in such a way that turns into real, relevant and informative collaboration.

Most of our students are compulsive users of social media networks. So the problem is not the need for having the “technical” skill, but basically to make the most of all possibilities that will really help them in their professional and personal future.

### *Classroom immersion – Ice breaking activities*

Welcome and breaking the ice activities. Kahoot with trivia questions about our city, Austria, Italy, Erasmus projects and new technologies.

#### **Learning Objectives:**

-Breaking ice, getting to know our neighborhood and city, and getting to know each other in a relaxed and fun atmosphere.

### *Classroom immersion – Project work presentations*

*Presentations by the Austrian, Italian and Spanish teams.*

The three teams prepared different presentations during the previous weeks about Job Hunting websites, how to make a school TV channel and finally, video calls apps to transfer information in group work

#### **Learning Objectives:**

- To raise awareness about working in groups
- To learn and be aware of how to do oral presentations
- To understand risks and threats and protocols in video conferences and job-hunting websites
- To identify differences and pros and cons of the things stated above.

**Working time:** 1 hour

**Description:** The students projected their work on the screens in turns. After and during each presentation there was some discussion and exchange of ideas and experiences with respect to the information conveyed by each group.



### *Classroom immersion – Maths*

Photomat (Mr. Roberto del Amo)

#### **Learning Objectives:**

- To understand how to use this app in a pedagogical way.
- Learn about the possibilities of this app to tackle different kinds of problems.
- To let students know that all mathematics teachers find out when this app is used for cheating.

**Working time: 1 hour**

**Description:** The students were asked to download the app on their mobile phones. The teacher explained how to make the most of this app for learning by giving different real mathematical problems. The follow up questions, answers and exchange of experiences was both enriching and entertaining.



### *Classroom immersion – Physical Education*

Classroom Immersion (PE): MultiSport International Competition (Mr.Joaquin García)

#### **Learning Objectives:**

- To reinforce the bonds of all students together by participating in multisport competitions.



### *Classroom immersion – ARTS*

Ways of Seeing (Mr. Paco Padilla & Mr Juan Montes).

#### **Learning Objectives:**

- to analyze and review different forms of art
- to create “new ways of seeing art” by using the apps *canvas* and *background eraser*.

**Time:** 2 hours

**Description:** Paco Padilla with the help of Juan Montes as interpreter, showed different famous pieces of art in order to provoke discussion and certain bewilderment in order to make students think about the nature of art, why art is art and what, when and why it is not. Then the students had to work on the apps with laptops in order to create comics by freely using the pieces of art shown in the presentation.



### *Classroom immersion – Music*

**Making a Podcast (Mr. Paco Bonilla)** This activity could not be carried out since the teacher in charge contracted COVID 19. Instead, we retook the topic of the presentation of the Italian team which dealt somehow with podcasts. We connected via video call with the Italian student who leads the TV channel of Sandro Pertini school in Ladispoli. This student was supposed to be coming but had to stay at home because of health problems. He talked to us about how they proceed and he showed us some of the reports that they have been doing in the last years. Almost unwillingly we put in practice almost everything we had been working with during the week.

**Time:** 2 hours



*Classroom immersion – week review*

Project Work, Week Review Video (Mr. J. Montes)

**Learning Objectives:**

- to create and analyze videos
- to review and value all the good thing they had learned and experienced during the week

**Time:** 2 hours

**Description:** The three teams used a compilation of photos and videos and were free to use their creativity to make a video about the week. Then we projected the videos and an international jury of experts decided that the Austrian team 's video, which (even included a performance) was the one that deserved the award for the best video.



## 6th Cross student exchange

**Topic: Job hunting: interact with the labour market using digital skills**

**Date: 15/05/2022 – 21/05/2022**

**Hosting school: Stiftsgymnasium St. Paul (Austria)**

**Sending schools: Liceo Scientifico Sandro Pertini (Italy) & IES Joaquin Turina (Spain)**

The exchange week in St. Paul took place between the 15th and 21st of May 2022. Already on May 16th the participants were given a presentation and did workshops with the help of Mag. Esther Horner and Mag.



### *Workshop from EU Coordination Centre*

Thomas Schicho from the EU Coordination Centre of the Government of Carinthia. The topics ranging from Carinthia's history to the benefits a region like Carinthia has by being part of the European Union. The challenges and necessities for a collaboration across (former) borders and across languages were also debated.



### *Classroom immersion – Physical Education*

In order to cap off the day, students were allowed to participate in a cross-cultural basketball tournament, where teams were chosen just by similarities of their member's names rather than by choice. English at the end, being the language spoken within each team. Physical education class is a way to bring students together as a team and definitely break the ice!



### *Cultural Activity to Zotter chocolate*

On the following day all participants took a trip to the Zotter chocolate factory and Graz. At the chocolate factory everyone was first shown a brand new cinema trailer about the history of the Zotter family business with its unique founder Josef Zotter. The students learned about important elements such as sustainable production, Fair Trade, the origin of the cocoa beans, production volume and range, certifications, Zotter's self-sufficiency concerning energy production and the company's philosophy. Afterwards everybody was given the opportunity to get a better insight into the production process with its numerous attractions. That included a first-hand experience of how chocolate is made, from the raw product to the bar. At the many tasting stations, students could find a variety of different flavors and witness automated systems involved in the entire procedure. The edible zoo emphasized once again the focus on regional produce and transparency which is so important for the company. After the visit to the chocolate factory the group went to Styria's capital city, Graz. There the tour guide welcomed everyone and showed the students the best parts of the city center. While learning some historical aspects of the city, the participants had the chance to see the most famous sights in Graz including the Double Spiral Staircase, the Glockenspiel and the historic center with the well-known Herrengasse and its exceptional architecture. Afterwards the students had the opportunity to explore the city on their own.

### *Classroom immersion - Geography and Economics*

The following day was centered around two classroom immersions, the first one in Geography. It started with a brainstorming session in which the students were asked to think of location factors that could have influenced the decision on where to establish the Zotter chocolate factory. Next the students' task was to identify soft and hard location factors and to do some research to find out more about them and to learn the key terminology, which acted as a framework for the following exercise. After the theoretical part the students had to form teams and create a PowerPoint presentation of the soft and hard location factors of each participating country, namely Austria, Spain, and Italy.



This helped to enhance their knowledge in economics and gave them a better understanding of all the geographical and non-geographical factors that determine the location of industries. Furthermore, the students learned about the economically strong and weak regions of each individual country and the required parameters for successful businesses.

### *Classroom immersion - Music*

The second immersion focused on Music, albeit with a focus on technology. Students were given the chance to compose their own songs with the help of a few technological programs. A closer look at the final products and the knowledge from various people and places necessary to come up with a song, showed the multicultural aspect of the music industry even at such a basic level.



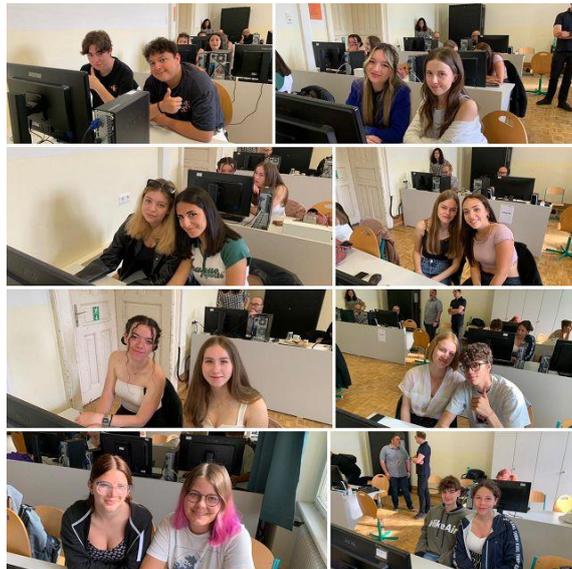
### *Cultural trip to Klagenfurt*

After activities with the host families for students and a trip to the local monastery for the teachers, the entire group went on an excursion to the Carinthia's capital Klagenfurt and a boat trip on lake Wörth. The focus this time being on tourism as one of the most important factors in the local economy and the jobs created by that.



### *Classroom immersion – ICT and eTwinning*

The final day before departure allowed students to get to know some forms of modern technology. It started with the ICT and eTwinning classroom immersion under the instructions of Prof. Giovanni Santoro. Students had the chance to know many Web2.0 tools such as Padlet, Wordclouds and they were introduced to Cloud Computing using Google slides. With these digital tools, they created messages and posters for raising awareness about digitalization. At the dissemination event students interviewed each other in front of teachers and host families about their lasting memories created during the week, with a few humorous anecdotes but also interesting insights shared in the process.



The departure on the following day being of course a very tough day, since the tight bonds created during the week had to be loosened somewhat due to the distance between the schools in Italy, Spain and Austria, but modern technology as well as the hope for a future meeting made the temporal farewell a little bit easier.

## 3rd Joint-Staff Training Event

**Topic: Use digital technologies**  
**Hosting school: Liceo Scientifico Statale Sandro Pertini (Italy)**  
**Date: 18/07/2022 – 24/07/2022**

**Activity: conference and workshop**

Objectives

The goal of the lesson and the workshop is to reflect about the importance of AI in our lives and to find out how teachers can prepare students for their working life, taking into account that:

- the more AI grows, the more we need human minds
- we need people to govern the AI:
- we need people to make the AI possible in their business;
- we need people to navigate the complexity of human organizations.

**Working time: 2 hours**



### Description

As teachers we have to prepare our students for their future life and for work, so we focused on the application of AI at work and we organized a specialistic lesson and a workshop led by Paolo Dello Vicario, CEO at ByTek, Datrix SpA . He obtained a PhD in Big Data Analysis at the University of Tuscia, he has been scientific coordinator of the Growth Hacking master in Talent Garden, as well as lecturer and speaker in many digital events and courses. In 2014 he founded ByTek Marketing company.

Splitted into small groups, the teachers tried to answer this question:

As we guess that students should have an understanding of what AI is, the impact that it has on their lives and that it may have in their lives in the future, how can teachers get started in their classroom?

- Teachers should focus on the everyday uses of AI, which includes banking and fraud, using Netflix, smart home devices, Amazon shopping, email filters, social media networks, travel. So they can ask students to count how many of these functions they use regularly. Understanding that AI is involved and how it works are two different things.
- Google Searchers help students to understand how artificial intelligence is working to bring them the results. This gives them the opportunity to discuss the benefits and drawbacks of instant access to so much information and to develop skill sets to understand the information that they are receiving, how to process it and how to know whether or not it is relevant and valid and reliable.
- There are resources for educators or anyone with an interest to look at how artificial intelligence is being used and to also better prepare teachers to create learning activities in the classroom.



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