



NEW EUROPEAN SETTINGS FOR TEACHERS AND TEACHING

MOOC REPORT

“YES I CAN – EMPOWERING STUDENTS LEARNING”



NESTT PROJECT

New European Settings for Teachers and Teaching



MOOC REPORT

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NESTT – New European Settings for Teachers and Teaching

Erasmus+ KA2 - Cooperation for Innovation and the Exchange of Good Practices

Strategic Partnerships for school education



WORKING PAPER

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1 - Background

The NESTT project aims to understand how students prefer to learn in formal, non-formal informal settings and how teachers can be train to support their students' learning in these various settings.

To that end, the NESTT partnership provided an online training opportunity for teachers across Europe on the topic: The MOOC “Yes, I can” run on the [European Schoolnet Academy](#) from 21st January until 27 February 2019. More than 4500 people registered to the course, and over 1000 completed it.

After the end of the course, the course content remains available on the [European Schoolnet Academy](#). In order to access the course, anyone can simply register to the European Schoolnet Academy, and then access the course modules by clicking the “Modules” tab above. However, it is no longer possible to receive the course badge, the module badge, or the course certificate. Finally, the course instructors of the EUN Academy team no longer provide support for this course.

More information about the NESTT project are available on the [project website](#).

[Home](#) | [Announcements](#) | [Modules](#) | [Forum](#) | [Contact Form](#) | [FAQ](#) | [Syllabus](#) | [Documents](#) | [Students](#) | [Wiki](#) | [Results](#)

[Administration](#)



Thank you for enrolling in the course. For more information on how to proceed, please click the Announcements tab above the video.

[Unenrol from the course](#)

Start date

Monday, 21 January 2019

Duration

The course will run for 5.5 weeks, with a total number of 4 modules (one module per week) and 1.5 extra-grace weeks at the end of the course. The workload estimated is 3-4 hours per week.

Please note that this course has concluded, although its content remains available for perusal. You can access the modules by enrolling in the course and clicking the "Modules" tab above; however, it is no longer possible to receive the course badge, the module badges, or the course certificate. Finally, please note that support for this course is no longer provided by the course instructors or the EUN Academy team.

Target audience

Primary and secondary school teachers and teacher trainers from Europe and beyond. Other stakeholders in education can also follow the course.

“ Every kid has an interest. Sometimes he doesn't know what it is, sometimes he can't articulate it. But every kid has an interest and that is a fundamental belief. It is not only about helping that kid identifying the interest but progress through that interest, become more advanced.

Diana Rhoten, Director, Digital Media and Learning Program, Social Science Research Council

Certification

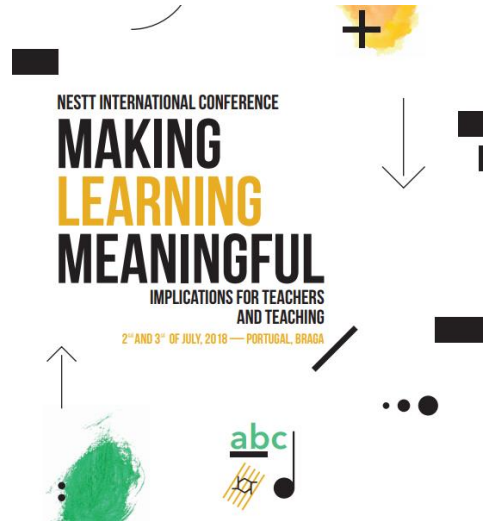
Students are learning not only at school, but also in a variety of so-called non-formal and informal

2 - Planning

The concrete topics of the MOOC were defined together by the NESTT partnership during several partner meetings. EUN drafted the course outline, based on the input from all NESTT partners. All partners contributed to the course with concrete content suggestions. The MOOC content was also presented at the "[Making Learning Meaningful](#)" conference on 2 & 3 July 2018 in Braga. The course run on the European Schoolnet Academy from 21st January until 27 February 2019.

The decision about the topics were made taking care of:

- the results of the survey, and here we have to be careful with the results of the open questions and the close ones
- the reports about teachers training in Europe
- the needs assumed on our project, on first hand, based on the European diagnosis education challenges
- EUN's MOOC evaluation form or selection form [here](#).



3 - Platform

The European Schoolnet Academy is Europe's first MOOC (Massive Open Online Course) platform offering high-quality free courses for primary and secondary teachers as well as other educational professionals. On the European Schoolnet Academy teachers can find a range of Massive Open Online Courses (MOOCs) lasting between 3-8 weeks on various topics. Further information on the outreach and impact of the platform are available [here](#).

Welcome to the European Schoolnet Academy



Hi and welcome to the **European Schoolnet Academy**.

The Academy is a platform where you can learn about innovation in the school and classroom through **online professional development courses for teachers** in primary and secondary schools.

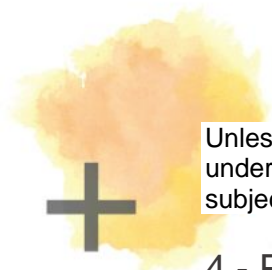
The courses offered on this platform are completely **free of charge**. They will offer you an introduction to key concepts and ideas that are relevant to developing your practice and will provide you with the opportunity to discuss these ideas and share your experiences with your peers. We hope that by attending these courses and by engaging with your peers you will feel empowered and inspired to try out something new in your practice.

The Academy is very much an experiment and we rely on your participation and feedback to make this project a success. So please use this opportunity, learn and connect with your peers and let us know what you think.

We look forward to seeing you on one of the courses! Happy learning...

OER sourcing

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4 - Promotion

All NESTT partners promoted the MOOC via their respective channels (accordingly to the dissemination reports) and the following links.

Casa do Professor

<https://www.casadoprofessor.pt/noticias-gerais/nestt-mooc-yes-i-can-empowering-stud-288/>
<https://moodle.casadoprofessor.pt/course/info.php?id=30>

ICE

<https://iceweb.org/nesttmooc/>

Asociatia Edulifelong

<https://asociatiaedulifelong.wixsite.com/asociatiaedulifelong/single-post/2019/02/03/Precizari-pentru-participantii-la-cursul-Yes-I-can>

AE Dr. Francisco Sanches

<https://www.facebook.com/1430025163914069/posts/nestt-mooc-yes-i-can-empowering-student-learning-mooc-massive-open-online-course/2200107186905859/>

Stowarzyszenie Nowa Kultura i Edukacja

http://www.nkie.pl/index_pl.php?id=516

Others

Portuguese Education Ministry

<http://erte.dge.mec.pt/noticias/european-schoolnet-academy-mooc-yes-i-can-capacitar-os-alunos-para-aprendizagem>

Classcentral

<https://www.classcentral.com/course/independent-yes-i-can-empowering-student-learning-11778>

Spain

<https://www.educa.jcyl.es/profesorado/es/formacion-profesorado/actualidad-formacion-profesorado/yes-i-can-empowering-student-learning-curso-2018-2019>

The course landing pages includes a short [promotion video](#). EUN promoted the MOOC via it's social media channels (Facebook, Twitter), as well as via it's members (network of Ministries of Education). EUN produced a promotion package to guide all partners and members of the EUN Steering Committee in the promotion of the course (*see Annex I: Course Promotion Package*).



5 - Course Outline

For the full Course Outline – see Annex II


“Every kid has an interest. Sometimes he doesn’t know what it is, sometimes he can’t articulate it. But every kid has an interest and that is a fundamental belief. It is not only about helping that kid identifying the interest but progress through that interest, become more advanced”, Diana Rhoten, Director, Digital Media and Learning Program, Social Science Research Council.



Students are learning not only at school, but also in a variety of so-called non-formal and informal learning settings outside of school. Such individual learning interests could for instance include for a young person to learn a new skill like playing a guitar through youtube videos. Learning takes place when something is happening that captures the young person’s interest. *“It is something that can influence you, something that brings out emotions and allows yourself to find answers to certain questions.”*

In this course, teachers were invited to reflect on how we can empower our students to learn better in different learning settings by creating synergies between learning in different settings. Personalized learning and collaborative learning are both innovative teaching approaches that empower students in their own learning.

In the first Module, participants started with students’ voices on how they like to learn. Building on that, they explore what ‘formal’ and ‘informal’ learning means and discuss how both could be more interlinked.



In the next three Modules, teachers learned about two concrete teaching approaches: “personalized learning” and “collaborative learning”. By implementing these two approaches, teachers can empower their students to become independent learners in different (formal, non-formal and informal) learning settings. For both approaches, course participants also explored the role of technology and learning spaces to foster student learning.

How can teachers empower students to learn? This course showed teachers:

- how to encourage their students to make links between their formal, non-formal and informal learning experiences
- how to empower their students by supporting them to identify their own learning styles and abilities
- how to make their teaching more relevant and inclusive by personalizing your teaching based on your students’ needs and interests
- how to organize group work with their students that enables them to develop 21st century skills such as problem-solving, creativity etc. and enables them to explore new learning space

5.1 - STRUCTURE OF THE COURSE

Module 1: Building bridges between formal and informal learning



- Let’s get started
- Starting from students interests
- What is formal/non-formal/informal learning?
- Linking non-formal/ informal learning & formal learning
- Strategies to empower students’ in their formal & informal learning
- Webinar
- Module 1 Quiz
- Additional resources

During this module, course participants will have learned about the key concepts of formal, non-formal and informal learning and have reflected on how these concepts apply to their own learning and that of their students. Upon having watched relevant content videos, they will have exchanged ideas with other course participants on how to better link their students’ learning in different learning settings, and strategies on how to support their students to become empowered learners.

Module 2: Empowering students through personalized learning



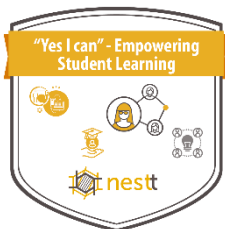
- Why personalize Learning?
- What is personalized learning?
- Formative assessment- identifying what your students know and need
- Managing diverse learning paths
- Fostering student agency (more autonomy in learning)
- Tools for personalized learning
- Personalized Learning & Flexible Learning Spaces
- Module 2 Quiz
- Making your own “Bridge the Learning Scenario” (Step 1)
- Webinar



Additional resources

During this module, course participants will have learned what personalized learning is and reflected on why it is important. They will also have learned about key techniques to use formative assessment to learn more about their students as a starting point to personalize their students learning. Further, they will have learned about seven concrete strategies how they can personalize their students learning. Moreover, they will have discussed the new role of the teacher and students in personalized learning environments, explored tools that can foster personalized learning and reflected on what kind of learning spaces foster personalized learning approaches. Finally, they will also have started to exchange on first ideas for their final course activity, the “Bridge the Learning Scenario”.

Module 3: Empowering students through collaborative learning



- Why collaborative learning
- What is collaborative learning
- Collaborative learning through project-based learning
- Collaborative Learning to build deeper understanding
- Collaborative learning in a flexible classroom
- Collaboration for personalized Learning
- Your “Bridge the Learning Scenario” (Step 2)
- Module 3 Quiz
- Webinar
- Additional Resources

During this module, course participants will have learned what collaborative learning is and reflected on why it is important. They will also have reflected on how they already implement collaborative learning in their own classroom, including practical questions such as how to divide students in groups. Moreover, they will have been introduced to strategies how take their current practice further: through project based learning and strategies that foster deeper learning, with a focus on encouraging students to feel safe and take responsible risks in their own learning. Further, course participants will have reflected on how they could best adjust their classroom or also other learning spaces in school to organize collaborative learning in an effective way. In addition, they looked at commonalities between personalized and collaborative learning approaches. Finally, they shared their first draft of their own Bridge the Learning scenario, taking further their first ideas already shared in the last module.

Module 4: Strategies to empower students through collaborative learning



- Elements of effective collaborative work
- Assessment for improving collaborative learning
- Student collaboration outside the classroom
- Module 4 Quiz
- Outcome survey to students (Module 1)
- Final Learning Activity: Your “Bridge the Learning Scenario” (obligatory)
- Collaborative guidelines for connecting formal & informal learning (voluntary)



□ Additional resources

During this module, course participants will have reflected on the elements of effective group work and they will have learned about how to assess collaborative learning, using rubrics. Having been inspired by a concrete example from Austria, they will have exchanged examples and ideas on how to take collaborative learning outside of the classroom and on which tools support collaborative learning. Moreover, they will have been presented with the results from the survey for students and expressed their opinions on those results. Finally, they will have drafted and shared their own “Bridge the Learning” scenario and reviewed the work of three of their colleagues. Course participants will also have been invited to share their tips on collaborative learning in a shared document.

6 - Course Delivery

In total, **4543** people registered to the course. Of these people, **2483** actually started the course and **1155** completed it.

Module	Start date	End date	Activities	Started	Finished
Course Introduction	21/01/2019	27/02/2029	1	2228	2228
Module 1: Building bridges between formal and informal learning	21/01/2019	27/02/2029	8	2299	1640
Module 2: Empowering students through personalised learning	28/01/2019	27/02/2029	11	1700	1362
Module 3: Empowering students through collaborative learning	04/02/2019	28/02/2029	10	1514	1379
Module 4: Strategies to empower students through collaborative learning	11/02/2019	27/02/2029	8	1431	1026

6.1 - OVERVIEW ON COURSE PARTICIPANTS (FROM PRE-SURVEY)

All people that registered to the NESTT MOOC were asked to fill in a short voluntary pre-survey, which 1535 people filled in. Of those 1535 people, most came from Turkey (415), Portugal (333), Romania (172), Italy (172), Croatia (137), Spain (80), and 60 from Greece. The majority of them were female (84,5%).

Most survey respondents (45,8%) heard about the course via European Schoolnet. Other main channels were the European Schoolnet Academy (19%), their Ministries of Education (17,7%), the School Education Gateway (17%), via a colleague (16%) and via Casa do Professor (8,2%).

The majority of them (60%) had at least 16 years of work experience, another third (32%) had 6 to 15 years of work experience, and only 8% had less than 5 years of work experience.

6.2 - SUPPORT PROVIDED TO PARTICIPANTS

Course participants received support during the course via several channels:

1. [FAQ section](#): In the FAQ section, course participants find answers to all questions that are frequently asked, in particular regarding the deadlines of the course, the peer-to-peer final learning activity, the course certificate etc.
2. Course moderators from the NESTT partnership were available both on the course forum and on the [Facebook group](#) to answer any questions.
3. Course participants could also reach the European Academy helpdesk via email to academy@eun.org with any specific questions.

Course Moderators



Andréa Duarte



Katja Engelhardt



Ana Medeiros



Marta Peixoto



Piotr Strzemieczny



Iohana Udrescu

6.3 - ASYNCHRONOUS INTERACTION

Course participants were provided with a number of opportunities for asynchronous interaction throughout the course.

Padlets

Each course section contained several questions on the content presented in the videos, on which course participants were invited to reflect in a Padlet. They were also asked to like or comment on other course participants' contributions.

Reflect and share
Imagine that you have to personalise a learning task with two activities for two kinds of learners (high-skilled and low-skilled).

Luana, Italy
I would organize in the laboratory of chemistry a group activity in which the student with less skills can be supported and directed by the most competent student, who would continue to develop the relational and organizational skills

Bülent Yavuz ÇELİK, TURKEY
I would give them a task to fulfill together, but doing different shares designed for their personal learning style. They would work collaboratively but enjoying their ways each.

Selma, Turkey
Benim sınıfta gerçekten keşfedilecek, kişisel öğrenmeye ihtiyaç çocuklar var ama sınıf kalabalığından ve teknik yetersizliklerden fırsat bulamıyoruz. Aynı şekilde videodaki gibi. Ancak çocuklara sevgimi göstererek ve güvenimi dile getirerek dokunmaya çalışıyorum. Teşekkürler

Iva Naranda, Croatia
I would plan a task that students can solve by teamwork. Each student can participate in the activities that best suit him, they can work together and support each other.

Dragana Krstic
I will write a task with two activities (one weak and another heavier activity). I will make mixed groups of students, each of whom has a duty to solve the task. Thus,

I would try a Flipped Cal

Forum

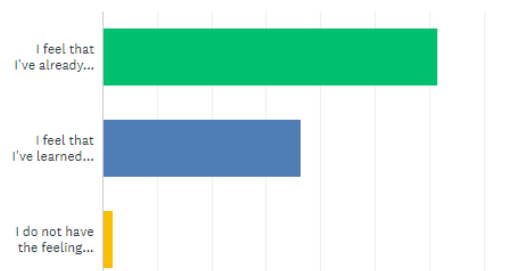
The course platform includes a course forum where course participants can exchange around questions about the course, ask for help around technical or organizational issues or exchange about the course topics more generally.

Short surveys

To create a more interesting course experience, several course sections also included One- Question survey, which course participants could answer and directly view the answers of all other respondents, to be able to directly compare their own views with those of others.

How do you feel about your learning progress?

Answered: 713 Skipped: 0



Survey for students

As one focus of the course was really to start from students' interests, course participants were also to participate in an optional additional activity: to ask their own students to fill in a short survey about what, how and where they like to learn. The results of this survey were presented to course participants as part of module 4. The survey consisted of the following questions:

1. In which country do you live?
2. How old are you?
3. What do you want to learn about?
4. Where do you like to learn?
5. How do you like to learn?

For the results of the survey, see Annex III – MOOC survey for students: results

6.4 - VOICES FROM COURSE PARTICIPANTS (*PADLETS*)

Due to the high number and richness of contributions of course participants, this report cannot provide a systemic overview. However, below a few examples are highlighted to give a flavor of the kind of exchanges that have taken place in the course.

Model 1 – Building bridges between formal and informal learning

Reflect and share
Think of three instances when you learned something in a formal, non-formal or informal way, and add your examples contributions.

Give an example of how you learned something in a formal setting	Give an example of how you learned something in a non-formal setting	Give an example of how you learned something in an informal setting
<p>Çiğdem Güney Kayahan, Ankara /Turkey Doing an experiment about the friction force during the science lesson.</p>	<p>Öznur, Turkey/ İzmir I can learn by participating in projects and events</p>	<p>I make a cake with my m Reading an English novel (for fun) as an EFL teacher</p>
<p>Öznur , Turkey/ İzmir using information in variousways and to exemplify</p>	<p>Dimitra, Greece I learned a foreign language via youtube videos</p>	<p>I learned how to make foods using blogs As an EFL teacher: reading books in that language</p>
<p>Dimitra, Greece</p>	<p>discussing with friends from social media</p>	

Iva Naranda, Croatia

I do not know all the interests of my students, I know them only for some of my students. I could find out more through a survey or through conversation with students.

Many students love sports, outdoor activities and art. They also like working on computers and the internet.

♥ 1

Iva Naranda, Croatia

Students should take part in the choice of topics or projects they will work on, and understand the relationship of what they are learning with everyday life. I think that motivates them to learn or to show what they already know about the subject. Many students like to learn with the help of technology, so I think it would be a good idea to realise a part of the activities in an online environment.

António Faria, Portugal

Using real problems for students to solve has been very challenging, they get involved on the tasks with a greater sense of responsibility. Sharing conclusions and expose themselves to peers critics allows to have a better performance since students are the central part of the learning process. Since learning is not enclosed to class, they have experienced learning all their lives and the scenarios were always diferent.

María, Valencia, Spain

Working with projects, students decide how to work when they know their oboctives and tools allowed to be use. We also try with colleagues to join more than one subject in the project and simulate future labour contexts, because we teach in a vocational school.



Luana, Italy

In 2B of which I have already spoken, the idea of reflecting on the pH of foods that ingest has become a real project !! Now they are working in groups to carry out a survey on the eating habits of all the students of the school; incredible the level of participation with which they are working. I would like to find a way to renew the method of handling chemistry lessons even in the first classes of the mechanical address.



Nurettin Aykan-Türkiye

I use TET-SAT tools for pre-evaluation, process evaluation and evaluation of results. I also prefer to evaluate the results with open ended questions starting with performance evaluation forms and evaluating the results. With PBL, I provide guidance on how to create the methods that can be used to solve the problems they may face in their daily lives. An excellent work blending original and marginal ideas based on group work associated with real life. I use formal informal and non-formal with science learning

María, Valencia, Spain

I teach part of my subject in English. My subject is Health data validation and we learn with eTwinning projects. We combine English and Statistics learning by working with colleagues and students from different countries. It is challenging! They are the main figures in their own learning process.



Add comment

I teach English in a non-formal volunteer setting and Textiles in a formal setting. Above all learning should be fun, interactive and child led. Every child and person learns differently, identifying these differences is the challenge so the learning can be engaging for the least interested student.



Add comment

Model 2 – Empowering students through personalized learning

Luana, Italy

I would organize in the laboratory of chemistry a group activity in which the student with less skills can be supported and directed by the most competent student, who would continue to develop the relational and organizational skills

Dragana Krstic

I will write a task with two activities (one weak and another heavier activity). I will make mixed groups of students, each of whom has a duty to solve the task. Thus, the weaker students will solve the easier part of the task, and the better students will solve the harder part of the task.

Bülent Yavuz ÇELİK, TURKEY

I would give them a task to fulfill together, but doing different shares designed for their personal learning style. They would work collaboratively but enjoying their ways each.

Iva Naranda, Croatia

I would plan a task that students can solve by teamwork. Each student can participate in the activities that best suit him, they can work together and support each other.

Eylem GÜRKAN

I used the personalized learning path

Nurettin Aykan Türkiye

1-Collecting information on knowledge. 2- Attention draw step. 3- To determine the learning method. 4- Joint identification of formal and informal learning steps. 5- Presentation of information or sharing of learning logs and opening to peer evaluation. 6- Use of knowledge in solving problems in daily life.

♥ 2

rmi, Sweden

I talk to my students a lot when they are working to understand their need. I have a student observation book to write small notes about each child which helps me to gather data. I do oral assessments a lot while students

♥ 0

Natalia Grushko, Ukraine

For students in junior high school, I give a questionnaire on their activities and admiration. So I will find out their interests. It helps me to know more about my students and to conduct interesting lessons. I also always help students with their problems.

♥ 1

KORAY BOZKURT

I think the best way to know interests of our students is to have a chat with them. I observe them in the classroom when they work on their tasks and I take notes. I pay attention to their reactions to

Anna Grignetti Italy

I use different type of lesson. In this case I used circle time.



Ania, Poland




Model 3 – Empowering students through collaborative learning

Safaa_Egypt

Collaborative learning is an educational approach to teaching and **learning** that involves groups of students working together to solve a problem, complete a task, or create a product.


♥ 0

 Add comment

António Faria, Portugal

Collaborative learning must be team work with discussion of ideas, negotiation of solutions, and the final product has to be a collective creation.


♥ 1

 Add comment

Mevlüdiye TEKERKAYA, Turkey

Collaborative learning is one of the best ways of socializing. Because pupils are searching, reading a part of a whole subject and they are telling the others about what they learned. They can learn reading effectively, transfer their knowledge to their friends and gain more self confidence.


♥ 1

 Add comment

Why do you enjoy group work?

Gonca Esendemir


Students share their ideas, can show autonomy while deciding or revising the procedure. I can totally give feedback about their social skills as well.

 Add comment

What group work do you already implement with your students?

Gonca Esendemir


The ones related with problem solving, in practicals like dissections, or experimental investigations.

 Add comment

What would you like to achieve next?

Gonca Esendemir

I would like to define the roles that student must attain, personalize the roles. more focus on the shared understanding and negotiation, their respect while listening each others ideas.

 Add comment

Cornelia Melcu

I like sharing ideas with other people and achieve a common goal

3 comments

Cornelia Melcu

eTwinning projects, Erasmus+ projects

3 comments

Cornelia Melcu

More ideas for outdoor collaborative activities with primary school students

Model 4 – Strategies to empower students through collaborative learning

Vitor Silva - Portugal

I agree with Phil. Working together to solve problems and complete projects deepens student learning and develops collaborative skills. Collaborative learning is effective, when it helps students learn more than individually, engages all students and makes all students think. To be sure that what I decide to organize as a collaborative task really works or not I have to evaluate the process, product, and individual contributions

**THE ELEMENTS
THAT POWER
COLLABORATION**

Add comment

Maria, Valencia, Spain

Collaborative learning is an amazing and enriching way to gain not only knowledge but also social and teamworking skills, fostering the best of the team mates in favor of the team learning.

0

Add comment

Rania, Greece

I agree. Working together to solve problems and complete projects deepens students' learning and builds collaborative skills.

0

Alexandra Fejer

I designed a self assessment worksheet for 6 years old students.

Self-assessment

- I know what my role is in group work
- I've participated with ideas on writing the story
- At least, one of my ideas appear in the story
- I've finished drawing a sequence from the story
- I helped my colleagues when they ask me for help

Anna Grignetti Italy

I tried to use some rubrics during some cooperative learning activities. I do not always use them. The other teachers at my school do not always use the rubrics. This year I will use rubric during my interdisciplinary activity with my religious colleague

Student's name	Class	Example of writing	Subject	General Issues			
				😊	😐	😞	😡
Argument treated in a complete way				34	54	14	30
Content acquisition							
Concepts development							
Involvement in communication							
Clear and understandable language							
Originality							
Difficulties encountered							
Your reflection on work							

6.5 - SYNCHRONOUS INTERACTION

During the course, three webinars took were offered as an opportunity for the participants for synchronous interaction.

1st webinar with Marian Ancuta on 24 January 2019

Topic: The topic of the webinar is a conceptualisation on the 3 terms Nonformal-Informal-Formal, Common points and differences, Resources and stakeholders in nonformal education.

About the expert: **Marian Ancuta** is an English teacher in Brittany in France as well as a trainer in the National Pool of trainers of Romanian National Agency Erasmus+ (since 2007). She is also the vice president of EN ROOT Association (education and training organisation in France). Previously, she worked as a training coordinator and expert in nonformal education methods for

the Civil Society Development Foundation, a member in the Bureau of Advisory Council on Youth of Council of Europe, and the president of ENOA - European Network of Animation.


[Link](#) to the recording

2nd Webinar with José Alberto Lencastre on 1 February 2019

Topic: In the webinar, José discussed the following questions: Every teacher has the right to teach classes in his or her own way. Really? In addition, what about the student's own unique interests and endeavours?

About the expert: Lecturer and researcher of Educational Technology in the Institute of Education at University of Minho, Portugal. **José Alberto Lencastre** received his PhD with a thesis about Online Education. He designed, developed and implemented a virtual learning environment (VLE) with resources to support a Flipped Approach to Online Teaching and Learning, a form of blended learning. Teaching interests include understanding the opportunities to enhance teaching and learning processes through technology.

Jose has been developing teaching and supervision activities in Master and Doctoral Programs in Educational Technology, exploring innovative pedagogical practices using technology: blended learning, flipped learning, gamification, game-based learning, digital storytelling. Research interests include Design-based research, Online learning, Technology-enhanced learning and Usability. José is the author or co-author of more than 150 peer-reviewed papers on technology



integration in education (face-to-face or online). José has long experience in EU projects, as his Curriculum Vitæ can confirm.

Website: <http://jlencastre.wixsite.com/josealbertolencastre>

[Link](#) to the recording.

3rd webinar with Pascal Paulus on 5 February 2019

The topic:

The topics of the webinar are:

- Learning activity, education and compulsory schooling
- Schooling: a specific social relation
- Teacher centred models and beyond
- Learner and learning centred models

About the expert:

Pascal Paulus is a primary school teacher in Belgium and Portugal and PhD in Education Sociology. He has 20 years experience in school- and community-based work in Belgium and Portugal in the context of teacher education. Moreover, he is an Education Consultant for Education Departments, Foundations, State and Private schools, National and International Educational Projects and member of the Portuguese Modern School Movement and co-founder of its Belgian-Flemish equivalent.

[Link](#) to the webinar



6.6 - FINAL COURSE ACTIVITY

The final course activity for course participants was to submit their own “Bridge the Learning Scenario”. This activity was already introduced in the second Module, to give course participants some time to reflect on their final course output, and several opportunities to improve it, based on the feedback from their peers.

The idea was to write a learning scenario describing a short project or lesson plan that:

- contains some new ideas that you garnered during this course;

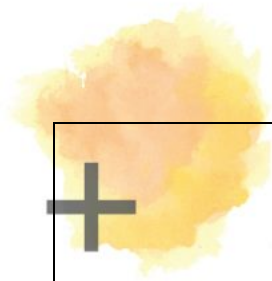


- includes aspects of personalised and/or collaborative learning approaches;
- contains activities that help your students to better connect their learning in different settings;
- ultimately empowers your students' learning.


Course participants were invited to share [the link](#) to their final course activity via this link, if they were interested in sharing it with other course participants.

Example “Bridge the Learning Scenario”

Title	Value Me .. Value You .. Value Us - The Mural
Name	Daniela
Country	Malta
Goal(s)	<ul style="list-style-type: none"> • To create a mural in the school to promote values through art • To promote values of sharing and respect towards others and self • To connect students with their own creativity • To foster acceptance of others' ideas
Activities that help your students to better connect their learning in different settings (in and outside of the classroom) around 80 – 100 words	<ul style="list-style-type: none"> • Brainstorming session: What do we understand by the word Values? • The project Value Me .. Value You .. Value Us - The Mural is presented. • Students visualize goal with a timeline so that all have a clear vision of what is to be reached and when. • Group discussion on the Where? What needs to be done before? What material is needed? • A visit to locations where one can see murals/graffiti ex: skate parks, abandoned houses/hotels • Meeting with Justin from Justinks Tattoos and Murals https://www.facebook.com/justinksandmuralsartgallery/ • Research murals and graffiti ideas on the computer lab and in the library. • Plan mural using digital technology / drawings. • Prepare a shopping list, see which expenses are involved and talk to the financial administrator re budget. <ul style="list-style-type: none"> • Shop for material needed. • Create the mural. • Present it to the school.
Elements of personalized and/or collaborative learning approaches	<p>During this project students will collaboratively:</p> <ul style="list-style-type: none"> • Discuss as a group what the word values means. Think/Pair/Share Method will be used. • Plan the different phases of the project with students showing whether they agree or disagree and stating why. The Four Corners Method can be used. (Students are asked a question. In each of the four corners of the classroom, an opinion or an idea is posted. Students express show whether they agree or not by standing in one of the corners, and then talking to others about why they have chosen their corner.) • Research – Group investigation. Students can pair up and research subtopics of the topic and then each pair will share the information with the rest of the other pairs so that a whole picture is set. • Work on the mural. Here students have to learn what it means to share material, wait for their turn, be patient, accept others' ideas, be critical, learn to err, learn to correct themselves and others, • Monitor its progress. Students work in pairs on a double entry journal to monitor different phases of the project. Students who can write can write their own ideas, collaborate with partners and compile their ideas into one. On the other hand students who have literacy problems can document progress through photos and



	<p>video recordings. This will help students assess and reflect on their own and others' work.</p> <p>During this project the following personalized learning approaches will be used:</p> <ul style="list-style-type: none"> • A playlist with a series of task will be created and presented to students. Google Classroom will be used. • Students will reflect, set their goals and think out a way of how they can and what they will use to achieve them. • Students use digital tools to take photos and record videos of the places visited and record interviews carried out. • Students use internet to do research. • Students use social media to present their work and its different phases to the rest of the school and public in general. This will be a sort of Portfolio which enables the students to document the learning process. Kidblog can be used. • For this project no rigid seating will be used because flexible seating will be used when discussions and planning is taking place in the class and then students will work outside the classroom. • Students will be involved in assessing their own and the others' work and participation in the project. They will be given a checklist and rubrics beforehand so as to know what is accepted from them. In this way each one of them can reflect on his/her abilities and skills and ways of how to reach the goals at the best of his or her ability.
<p>How will these activities empower your students' learning?</p>	<p>The above mentioned activities will empower the students because they will be given a chance to voice their opinion on the whole process. Their ideas will be incorporated in the project and their feedback will help create a plan. They will be given the opportunity to choose how they will carry out their work as best as they can, using skills that they are good at. They will be able to use technology to research, share and present their work. This will help them engage better. The interests and abilities of the kids will be at the centre of the whole process and thus this will increase participation and engage students. Many of the activities planned allow students to hold a conversation and therefore enhance their oral communication skills, collaborate together and work as a team. These activities also promote listening, verbal communication, critical thinking, and decision-making. Their self confidence will be boosted and all will feel that they are capable of doing something, of being part of the whole picture. No one will feel left out or less capable. They will feel that their opinions do count. This will motivate them to involve themselves more.</p>
<p>Challenges</p>	<p>Since this particular class is made up of difficult students the following challenges are expected:</p> <ul style="list-style-type: none"> • Mental problems of certain students in the class which might cause challenging behaviour during the project and inability to focus on set tasks • Reduced sense of accountability from certain students • Domineering personalities among students • Frequent absenteeism of certain students <p>Other challenges:</p> <ul style="list-style-type: none"> • Financial issues to buy the needed material • Inclement weather that might damage the work being done
<p>Timeline</p>	<p>a 1 hr 30 mins lesson for 8 weeks</p>
<p>Who to possibly involve</p>	<p>Students of the Emotional Literacy Class Learning Support Assistant The Art Teachers The handymen Justin from the Junstinks Tattoos and Murals The librarians School Financial Administrator</p>

 Resources	The Head of School
	Cameras Tablets Mobile phones PC Paint Brushes Rollers Old clothes Papers and Pencils and pens Old newspapers Sandpaper Paint remover Gloves Aprons Projector Screen Money

7. Accreditation

The accreditation process had several and different phases, as it is explain above:

1.st phase:

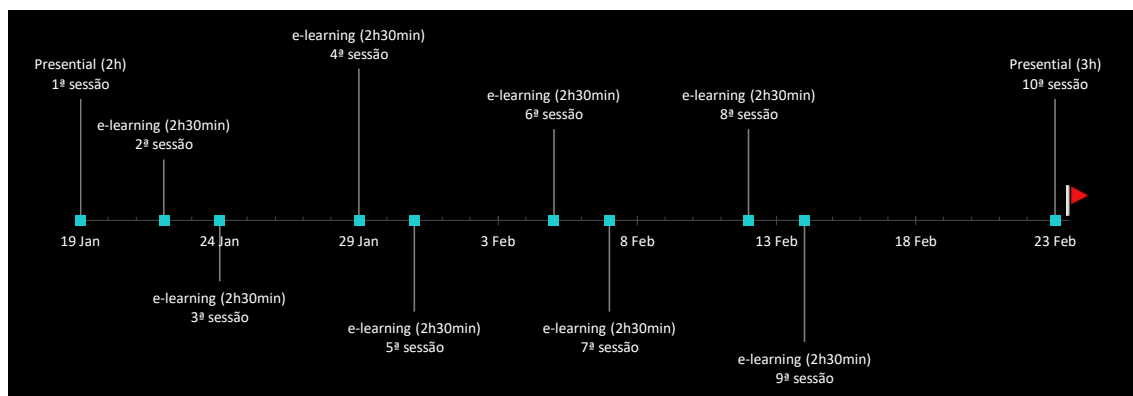
It was designed the course and found out different trainers. It was selected about 12 trainers and than submitted it to Pedagogical and Scientifical Councel of the Continuous Training, like it is shown in the picture below

104074	Empowering students learning Registo: CCPFC/ACC-102430/19, N ^o de horas acreditadas: 25, Válida até: 04-02-2022 Modalidade: Curso de Formação, Destinado a: Educadores de Infância e Professores dos Ensinos Básico e Secundário Estado: C/ Despacho - Acreditado Aditamento Reclamação
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The course, here, accordly to the Portuguese regulamentation had to be drawn as a b-learning course and it was necessary to include:

- two presential sessions
- one first module, about an hour long, which included the reception and introduction
- the second module, about an hour long, which dealt with the digital applications presentation in training context
- the last module, with about two hours, included the presentation and of the final work and the evaluation

So the new design had synchronous moments, with the duration of 3 hours long and assynchronus moments, with 19 hours, with a total of 25 hours.





2.nd phase

This phase had different timelines, the first one, included all about the preparation the 3 teams, logistic, pedagogical and technical teams. The second one was related to the preparation of the Moodle Casa do Professor Platform.

3.rd phase

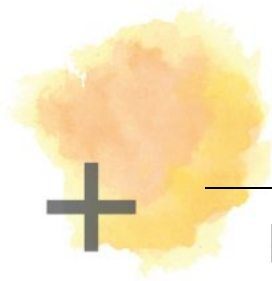
This one were about the communication with the trainees. In this communication the accreditation process were explain.

1st they needed to ask the accreditation to Casa do Professor

2nd they had to agree with different performs related to accreditation process:

- Submit the compulsory activities in Casa do Professor platform, accordly to the following list:

Conclusão	Módulo	Atividade	Período
	Módulo 1	<u>Apresentação da ação e sua estrutura</u>	19 de janeiro (sábado)
<input type="checkbox"/>		Exercício de integração dos formandos e explicação acerca da sua organização.	
<input type="checkbox"/>		Questionário inicial	
	Módulo 3	<u>Construindo pontes entre a aprendizagem formal e informal</u>	22 de janeiro (terça-feira) 28 de janeiro (quinta-feira)
<input type="checkbox"/>		1.2 Começando pelo interesse dos alunos <u>Atividade: Padlet, Reflect, Share & Respond</u> Quais são os interesses e preferências dos seus alunos? Julgam conhecer os vossos alunos? Como poderão conhecer melhor?	
<input type="checkbox"/>		1.3 O que é a aprendizagem formal, informal e não formal? <u>Atividade: Padlet, Reflect, Share & Respond</u> Procure duas novas definições sobre aprendizagem forma, não formal e/ou informal e coloque no Padlet. Não se esqueça de o colocar no padlet e na plataforma.	
<input type="checkbox"/>		1.4 Ligar a aprendizagem não formal, informal e formal <u>Atividade: Padlet, Reflect, Share & Respond</u> Reflita sobre a aprendizagem que potencia. Como considera que pode potenciar a aprendizagem em diferentes contextos?	
<input type="checkbox"/>		1.5. Estratégias para capacita os alunos para a aprendizagem formal e informal <u>Atividade: Padlet, Reflect, Share & Respond</u> Comece a refletir: Quais são as novas estratégias que poderá usar para capacitor os alunos para a aprendizagem? Comece por pensar em algumas ações que poderá introduzir facilmente nas sua atividade diária.	
	Módulo 4	<u>Capacitar os alunos através da aprendizagem personalizada</u>	29 de janeiro (terça-feira) 31 de janeiro (quinta-feira)
<input type="checkbox"/>		2.1 Porquê a aprendizagem personalizada? <u>Atividade 1: Survey Monkey</u> Indique o vídeo que mais o motiva para aprofundar os seus conhecimentos sobre a aprendizagem personalizada. <u>Atividade 2: Padlet</u> Imagine que tem que personalizar um tópico de aprendizagem com duas atividades diferentes para dois tipos de aprendentes (Imagine that you have to personalize a	



	learning task with two activities for two kind of learners (alunos altamente qualificados e alunos com alunos pouco qualificados). O que faria?
<input type="checkbox"/>	2.2. O que é a aprendizagem personalizada? Atividade: <u>Survey Monkey</u> Que definição de aprendizagem personalizada lhe parece mais adequada?
<input type="checkbox"/>	2.3 Avaliação formativa: identifique o que os seus alunos sabem e necessitam? Atividade 1: <u>Survey Monkey</u> Responda ao questionário, com uma só pergunta e ressalve os elementos de avaliação formativa que já usa. Se não usa nenhum, registre Atividade 2: <u>Padlet</u> Já questionamos, no primeiro módulo, os conhecimentos sobre os interesses e preferências dos seus alunos. Agora, gostaríamos que considerasse: juntar essas informações de forma mais sistemática e fazer um melhor uso para apoiar a aprendizagem dos alunos? E como pode avaliar a aprendizagem?
<input type="checkbox"/>	2.3. Gerir diferentes padrões de aprendizagem Atividade 1: <u>Tricider</u> Qual das seguintes práticas de aprendizagem personalizada conhece? Mencione os prós e os contras desta e junte outra prática de aprendizagem em falta. Atividade 2: <u>Padlet</u> Identifique alguns critérios para garantir a aprendizagem eficaz.
<input type="checkbox"/>	2.5 Tools for personalized learning Atividade: <u>Mentimeter</u> Conhece outras ferramentas que possam fomentar a aprendizagem personalizada? Adicione-os aqui com uma breve descrição. Pode então verificar as ferramentas sugeridas pelos outro participantes.
<input type="checkbox"/>	2.6 Personalized Learning & Flexible Learning Spaces Atividade: <u>Padlet</u> A sua sala de aula está configurada para ser flexível e interativa? Compartilhe uma foto, desenho, esboço ou descrição dos seus espaços de trabalho.

Módulo 5 Capacitar os alunos através da aprendizagem colaborativa	5 de fevereiro (terça-feira) 7 de fevereiro (quinta-feira)
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<input type="checkbox"/>	3.1 Porquê a aprendizagem colaborativa? Atividade: <u>Padlet: Reflect, Share & Respond</u> Porque é que gostam de trabalhar em grupo? Que tipo de trabalho de grupo já implementaram com os vossos alunos? O que gostariam de alcançar com o trabalho de grupo?
<input type="checkbox"/>	3.2 O que é a aprendizagem colaborativa? Activity: <u>Padlet: Reflect, Share & Respond</u> O que significa a aprendizagem colaborativa? Procure mais duas definições e ainda termos relacionados como aprendizagem cooperativa e publique-as. Lembre-se de colocar as referências da sua origem.
<input type="checkbox"/>	3.3 Aprendizagem colaborativa através do project-based learning Atividade: <u>Padlet: Reflect, Share & Respond</u> Já alguma vez preparou um projeto em grupo semelhante ao descrito no vídeo? Pode por favor em poucas linhas descrever o seu projeto em poucas linhas e refletir o que funcionou melhor e quais foram os desafios? (Caso você ainda não tenha feito nenhum projeto, basta descrever uma ideia de projeto que você gostaria de implementar no futuro.)
<input type="checkbox"/>	3.7 Colaboração para a aprendizagem personalizada Atividade: <u>Padlet or other tool: Reflect, Share & Respond</u> Indique onde vê ligações entre abordagens de aprendizagem colaborativa e personalizada? Como usar elementos de ambas as abordagens para capacitar os alunos para a aprendizagem? (Pode incluir algumas das ideias ““Bridge the Learning Scenario” - analise a próxima seção).

<input type="checkbox"/>	<p>4.1 Elementos do trabalho colaborativo eficaz <u>Atividade: Padlet: refletir, compartilhar e responder</u> De acordo com Phil Spoors, para organizar efetivamente a aprendizagem colaborativa, os professores devem responder às seguintes perguntas:</p> <ol style="list-style-type: none"> 1. A aprendizagem colaborativa realmente ajuda os alunos a aprender mais do que individualmente? 2. A tarefa vai garantir que todos os alunos estejam envolvidos? 3. A tarefa colaborativa vai promover o pensamento? <p>Concorda com Phil? Por que não? Coloque outras questões.</p>
<input type="checkbox"/>	<p>4.2 Avaliação para melhorar a aprendizagem colaborativa <u>Atividade 1: Padlet</u> Já alguma vez usou rubricas ou listas de verificação para avaliar o trabalho colaborativo? Já construiu alguma vez as suas próprias rubricas ou listas de verificação? Que tal envolver os alunos no desenho de rubricas, listas de verificação ou outras ferramentas de avaliação? Quais são suas experiências? Compartilhe suas ideias e experiências no padlet abaixo!</p> <p><u>Atividade 2: Padlet: refletir, compartilhar e responder</u> Como você avalia a aprendizagem dos alunos em projetos que oferecem aos alunos oportunidades de aprendizagem informal e não formal? Depois de responder, navegue pelas contribuições dos seus colegas e "goste" das duas que mais lhe interessam.</p>
<input type="checkbox"/>	<p>4.3 Colaboração fora da sala de aula <u>Atividade 1: Padlet</u> Tendo assistido ao exemplo da Áustria, pode pensar outros exemplos de aprendizagem colaborativa fora da sala de aula? Esta também pode ser uma oportunidade para vincular aprendizagem a um ambiente mais informal. Por favor, compartilhe as suas experiências.</p> <p><u>Atividade 2: Padlet</u> Para a aprendizagem descrita no vídeo, a aplicação Actionbound (https://en.actionbound.com/) é crucial. Já experimentou outras aplicações ou recursos que lhe tenham sido úteis? Se sim, por favor partilhe-os aqui, com uma breve descrição e uma pequena revisão do que gostou e/ou não gostou.</p>
<input type="checkbox"/>	<p>4.5 Resultados dos alunos (Módulo 1) <u>Atividade: Padlet</u> Os resultados surpreenderam-no? Tendo em consideração todas as informações, como pensa adaptar as suas metodologias de forma a incorporar os interesses dos seus alunos? Esta pergunta servirá como um bom exercício de brainstorming que o ajudará a preparar a atividade final: o seu "Bridge the Learning Scenario". Pode encontrar uma explicação detalhada desta atividade final na próxima seção (seção 4.7).</p>
<input type="checkbox"/>	<p>4.6 Atividade Final de Aprendizagem <u>Para concluir esta atividade, siga as próximas etapas:</u></p> <ol style="list-style-type: none"> 1. Escreva o seu próprio "Bridge the Learning Scenario" usando este modelo. Recorra às rubricas para o conduzir. 2. Submeta o seu plano e preencha as rubricas e faça o upload do arquivo na interface. Lembre-se que a sua análise não é anónima. Depois de fazer o upload do seu comentário.
<input type="checkbox"/>	<p>4.7 Conselhos colaborativos para ligar a aprendizagem formal e informal (voluntária) <u>Atividade 1</u> Na comunidade on-line, reuniu-se novos conteúdos, resultantes do conhecimento colaborativo sobre formas de ligar as configurações da aprendizagem formais e</p>



informais. Recorrendo a todos estes conteúdos, o desafio é o de produzir estratégias que possam inspirar outros. Para colocar a ideia em prática, basta escolher uma das áreas sugeridas abaixo (xxx) e partilhar 3 boas sugestões da sua própria experiência.

Atividade 2

Gostaria de partilhar o seu “Bridge the Learning Scenario” com outros professores e navegar por outros cenários, por sua vez? Basta preencher este breve documento do Google Doc.

Módulo 7 Construção de Planos de Aula **23 de fevereiro**
Módulo 8 Apresentar e avaliar

<input type="checkbox"/>	Apresente o seu Plano de Aula colaborativamente (entre formandos e entre formandos e formadora)
<input type="checkbox"/>	Avalie a ação
<input type="checkbox"/>	Entregue o seu Relatório de Reflexão

- Being part of the synchronous moments and mark presence
- Talk and did the differents tasks proposed by the trainers
- To use the survey tools:
 - Initial survey: <https://goo.gl/forms/ZXAiFgiHI08TFYtD2>
 - Final survey: <https://goo.gl/forms/retyJgDmjkTCdZDT2>
 - Final report: <https://goo.gl/forms/ifPX1qOWN0PBsZaL2>

4.th phase

For the accreditation to be completed they had not only to have success in the Casa do Professor compulsory tasks but also to get the certificate from EUN.

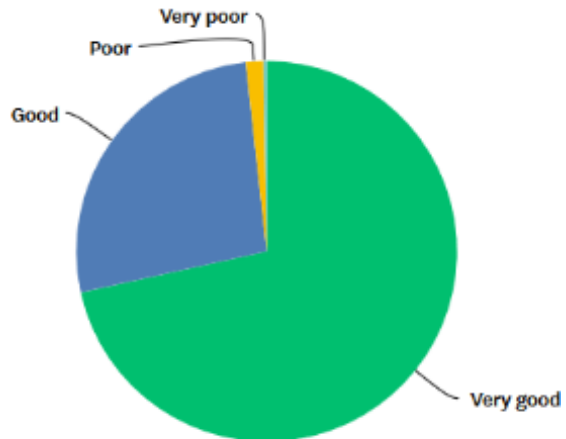
8. Course Evaluation

Overall evaluation In total, **XXX** people filled in the voluntary post- course survey.

7 (283) out of 70 survey respondents rated the **overall value of the course as very good**, and 26,6% (105) as good. 1,5% (6) rated the course as poor.

94% (372) of the survey respondents say that they **have gained practical ideas** during the course on how to improve their professional practice.

95% (375) of the survey respondents would **recommend the course** to a colleague or friend.



Features of the course

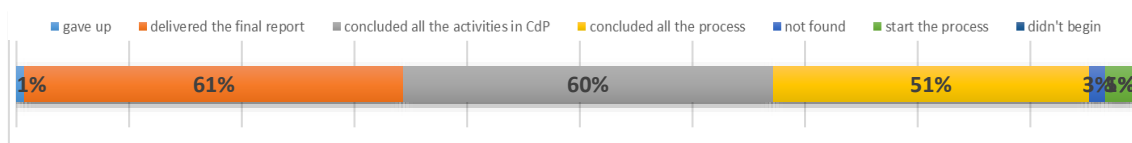
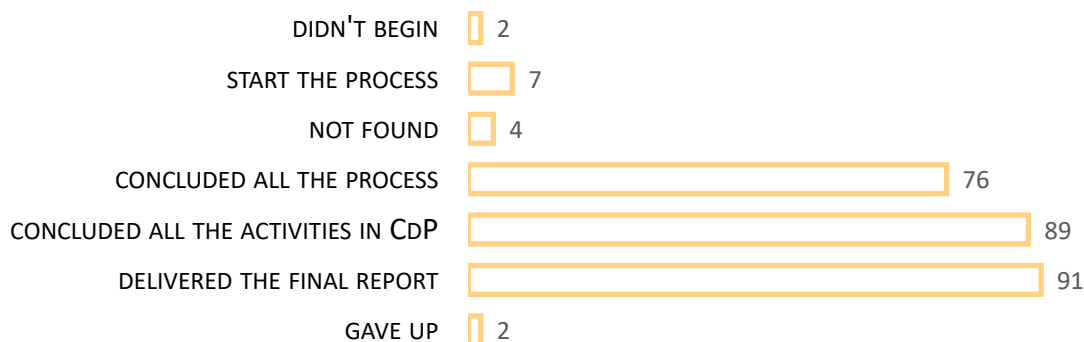
- 96,8% (383) of survey respondents found the course videos to be very good or good.
- 96% (374) of survey respondents found the webinars to be very good or good.
- 93.3% (34) of survey respondents found the activities on the padlets to be very good or good
- 98,5% (387) of survey respondents found the quizzes to be very good or good.

Portuguese teachers evaluation

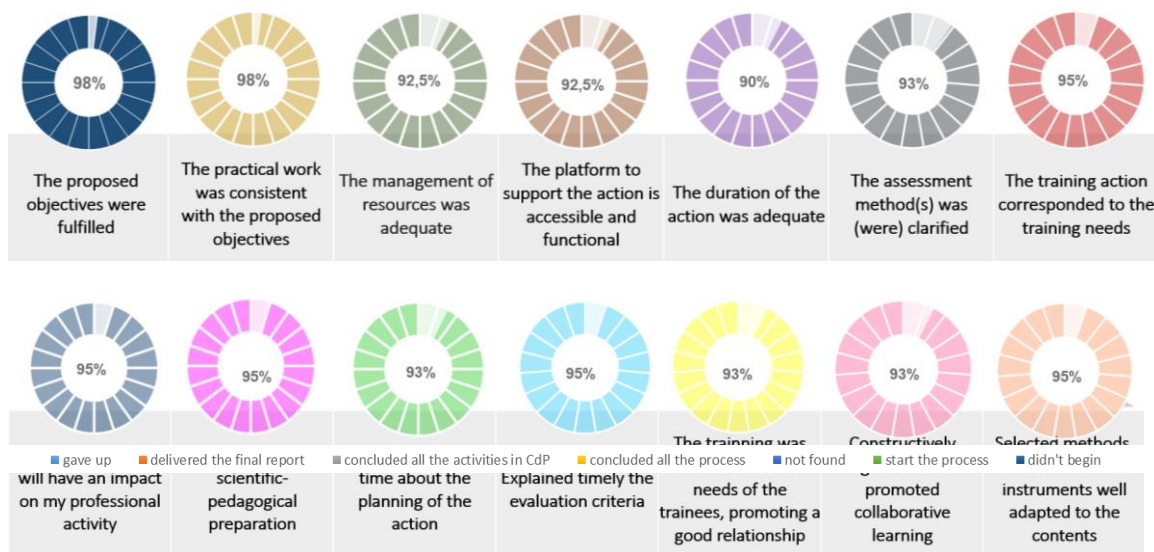


148 teachers asked for the accreditation. In the following graphics you can find what is the historical process of the teachers.

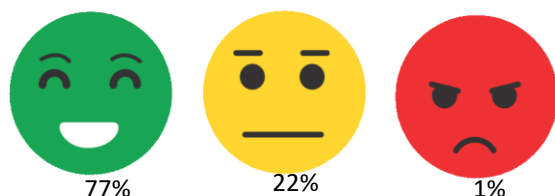
The history of behavior:



General evaluation:



Satisfaction degree evaluation:





Strong points:

- Enriching training
- Promoted research and collective work
- Quality of the documents and resources presented (videos, testimonies, ...)
- Sharing ideas, methodologies and tools
- Possibility of obtaining accreditation
- Good organization
- Sympathy of the trainers
- Excellent structure and sequence given to the contents
- Adequacy of the materials to the themes
- Richness of bibliography
- Platform friendliness
- Availability and speed of moderators
- Answers obtained in the survey of the students

Weak points:

- Slow padlet
- Webinar with limitation of registrations
- Duplication of tasks
- Explanation of the accreditation process
-

9. Lessons Learned & Recommendations

AREAS THAT WORKED WELL

- The topic of the course generated a lot of interested, with more than 4500 registrations to the course.
- More than 1000 people completed the course.
- The large majority survey respondents to the voluntary post - course survey articulated their appreciation for the course structures, content and course activities.
- The large majority of survey respondents to the voluntary post – course survey felt that they had a very high understanding of the course topics after the course.
- 76 received accreditation for the course

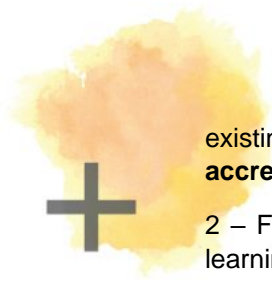
AREAS FOR IMPROVEMENT

- **Promotion of the accreditation of the course:** To make the accreditation of the course as easy as possible for course participants, the delivery of the course and it's accreditation could still be more closely interlinked. More detailed information about the accreditation (requirements and processes) could be provided on the course landing and introduction page.
- **Compulsory Course Quizzes:** For a number of course participants, the compulsory short quizzes on the module content was a challenge, even though multiple answer options are provided for each question and for each quiz, there are three attempts to complete it. Possible solutions would be to make the quizzes optional or to further simplify the language of the quiz questions.

RECOMMENDATIONS

Re-run of the course

1 – Since the topic of how to connect learning in different settings has received a lot of interest, a **re-run of the course could be envisaged** to enable more teachers to benefit from the already



existing course. If the course is run again, **new training provides could be included to provide accreditation of the course**, based on the blended learning model tested by NESTT partners.

2 – Further, since teachers are interested in learning how to empower their students' in their learning through connecting learning from different contexts, **further training opportunities on this topic**, both face-to-face and online could be envisaged.

3 – The positive feedback on the course seems to suggest that **personalized and collaborative learning approaches** might indeed be **strategies that help teachers to create synergies between formal, informal and non-formal learning settings** of their students.

3 – The MOOC put focus on students' expressing their own learning interests and preferences via the NESTT documentary that was highlighted in several course sections and the survey to students. **Future training opportunities for teachers could be designed in a way to give even more room to students' voices**, e.g. by including webinars or chats with students throughout the course.

4 – A **blended learning model**, where the MOOC learning experience is followed by a face-to-face workshop seems be an **interesting approach to provide accreditation for MOOC's**, which could be taken up by teacher training providers across Europe.



Annex I: NESTT MOOC promotion package



“Yes I can” – Empowering Student Learning

Promo package

THANK YOU for supporting us with the promotion of the new European Schoolnet Academy course “*Yes I can*” – *Empowering Student Learning*, developed with financial and content support from the NESTT project. The course is free, online and open to teachers and other school stakeholders from any country.

In this document, you will find information on how to promote the course in communications with your networks and audiences. Please feel free to adapt this for your own purposes and style as you need.

Should you have any questions, please contact the MOOC’s coordinator at katja.engelhardt@eun.org, or the EUN communications officer at dimitra.drakaki@eun.org.



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NESTT PARTNERS



THANKING OUR SPONSORS

This MOOC has been made possible with financial support from **Erasmus+**, the European Union programme for education, training, youth and sport.



PROMOTING THE MOOC

Your help is requested in promoting registration to the MOOC starting **from 12 December 2018 until the end of the first module on 27 January 2019**. Please find below the relevant information.

Please note: Romanian and Portuguese teachers can ask for a course accreditation. Interested teachers are to send an email to:

- **For Portuguese teachers:** Casa do Professor: marta.peixoto@casadoprofessor.pt
- **For Romanian teachers:** Asociatia Edulifelong: iohana4@yahoo.com

HOW YOU CAN HELP

You can do this in various ways, including:

- Use the suggested Facebook posts, Tweets and visuals for dissemination of course and registration information on your social media channels.
- Use the information provided in this document to promote the MOOC via any other dissemination channels you may have available to you (for example, newsletters, bulletins, digests, blog articles).
- Circulate information (including this document) to relevant contacts: members of your network, organisations you know are active in on the topic and individual contacts.

If you would like to promote the MOOC in ways not outlined above, or require any specific information or assets, please find our contact details at the cover page.

KEY INFORMATION ABOUT THE MOOC

Title	“Yes I can” – Empowering Student Learning
Provider	European Schoolnet Academy
Funding	Erasmus+ logo and disclaimer ‘The NESTT project is funded by the European Commission via the Erasmus+ programme. The European Commission’s support for the production of this MOOC does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.’
Objectives	Participants will learn how to encourage students to make links between their formal, non-formal and informal learning experiences; to empower students to identify their own learning styles and abilities; to make teaching more relevant and inclusive by personalising it based on students’ needs and interests; to organise group work with students that enables them to develop 21st century skills and to explore new learning spaces.
MOOC Dates	21 January – 15 February 2019
Target audience	<ul style="list-style-type: none">• Primary and secondary school teachers• Teacher trainers from Europe and beyond• Anyone else interested in education
Language	English



URL	https://www.europeanschoolnetacademy.eu/web/yes-i-can-empowering-student-learning
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KEY INFORMATION ON THE PROMOTION OF THE MOOC

Promotion dates	From 10 December 2018 until 27 January 2019.
Course hashtag	#YesICanMOOC
Short URL	https://bit.ly/YesICanMOOC
Promo video URL	https://www.youtube.com/watch?time_continue=62&v=UuGMU1ron7g

Useful Twitter handles and hashtags:

Project handle/hashtag	#NESTT
Service hashtag	#EUNAcademy
Funder handles/hashtags	@EUErasmusPlus #ErasmusPlus

SUGGESTED MESSAGES AND VISUALS


We have prepared a few messages that you can use to promote the course. Please feel free to take and adapt them for your needs! If you adapt our messages, however, please make sure to respect the references to our funders.

NEWSLETTER ITEM [EUN NEWSLETTERS: 80-120 WORDS]


Why should we care about our students' learning experiences in non-formal & informal settings? One reason is that enabling students to create links between learning in different settings can empower them to become the drivers of their own knowledge building! The new Massive Open Online Course, that starts on 21 January, '**Yes I Can**' – **Empowering Student Learning** introduces to teachers two concrete teaching approaches: **Personalised** and **collaborative learning**. [Register here](#).

FACEBOOK [MAXIMUM 80 WORDS]

Students' learning takes place not only in school, but also in non-formal and informal learning settings. This course is an opportunity for teachers to reflect on how to empower their students to learn better in different learning settings by creating synergies. You will learn about two concrete teaching approaches: Personalised and collaborative learning.

 Join #YesICanMOOC today and start on 21 January!

<https://bit.ly/YesICanMOOC>

Why should we care about our students' learning experiences in non-formal & informal settings? One reason is that enabling students to create links between the learning in different settings can empower them to become the drivers of their own knowledge building! Join the #YesICanMOOC starting on  21 January to learn more!



<https://bit.ly/YesICanMOOC>

LINKEDIN [OPTIONAL, MAXIMUM 80 WORDS]

Students' learning takes place not only in school, but also in non-formal and informal learning settings. This course is an opportunity for primary and secondary teachers and teacher trainers to reflect on how to empower students to learn better in different learning settings by creating synergies. Participants will learn about two concrete teaching approaches: Personalised and collaborative learning.

📅 #YesICanMOOC starts on 21 January 2019!

<https://bit.ly/YesICanMOOC>

TWITTER [UP TO 280 CHARACTERS]

#Savethedate! #YesICanMOOC kicks off on 21 January! Teachers you will learn about two concrete teaching approaches that can empower students in their own learning: Personalised and collaborative learning <https://bit.ly/YesICanMOOC>

👉 Registration is open for the #YesICanMOOC! In this course teachers are introduced to Personalised and collaborative learning, two innovative teaching approaches that empower students in their own learning. <https://bit.ly/YesICanMOOC>

#YesICanMOOC is here! Join this online course that starts on 21 January and learn how to integrate non-formal and informal learning in order to unlock students' creativity. Register here: <https://bit.ly/YesICanMOOC> #Educhat

Students' learning takes place not only in school, but in #NonFormalLearning settings. This #MOOC is a chance for #teachers to reflect on how to empower their #students to learn better in different learning settings. 📅 Join #YesICanMOOC


📅 <https://bit.ly/YesICanMOOC>

#Teachers you can improve the way you integrate non-formal learning in your classroom! Join the #YesICanMOOC and learn from your peers on how to create synergies <https://bit.ly/YesICanMOOC>

Students' learning takes place not only in school, but also in non-formal and informal learning settings. #YesICanMOOC <https://bit.ly/YesICanMOOC>

Do you want to enhance 21st century skills of your students and to explore new learning spaces? Join the #YesICanMOOC! The course starts on 21 January and lasts 5.5 weeks: <https://bit.ly/YesICanMOOC> #NonFormalLearning

#Savethedate! A new online course on students' learning experiences in non-formal & informal settings kicks off on 21 January!



📺 Watch the #YesICanMOOC video to find out more:

<https://www.youtube.com/watch?v=UuGMU1ron7g>

📄 Register: <https://bit.ly/YesICanMOOC>

VISUALS

- Horizontal images to accompany a link that you post on Facebook [940 x 492 px]
- Horizontal images that work well on Twitter [1024 x 512 px]



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Annex II: NESTT MOOC Outline

NESTT MOOC

“Yes I can” – Empowering Student Learning

[Link to the course registration page](#)

General description

“Every kid has an interest. Sometimes he doesn’t know what it is, sometimes he can’t articulate it. But every kid has an interest and that is a fundamental belief. It is not only about helping that kid identifying the interest but progress through that interest, become more advanced”, Diana Rhoten, Director, Digital Media and Learning Program, Social Science Research Council.

Students are learning not only at school, but also in a variety of so-called non-formal and informal learning settings outside of school. Such individual learning interests could for instance include for a young person to learn a new skill like playing a guitar through youtube videos. Learning takes place when something is happening that captures the young person’s interest. *“It is something that can influence you, something that brings out emotions and allows yourself to find answers to certain questions.”*

Why should we care about our students’ learning experiences in non-formal and informal settings? Here are several good reasons, and probably you can still think of others yourself.

1. The learning taking place there can be powerful as these settings force the **practical value of learning**.
2. Non-formal education focuses on the **process**, the **emotion** that it brings out in you and **how you are learning**.
3. Non-formal and informal learning settings can unlock students’ **creative potential**.
4. Fostering such learning can support **more flexibility**, both at the level of personal **relationships** between teachers and students, and the **actual teaching and learning** process.
4. Enabling students to **create links between the learning in different learning settings** can empower them to become the drivers of their own learning (foster students’ autonomy and active participation) and making their learning more enjoyable and fruitful.
5. Students that can **integrate informal learning experiences** (own interests) **into their formal learning** in the classroom will be more motivated to learn in class.
6. Non-formal and informal learning approaches help to focus on the **benefit of new learning spaces outside of the classroom**, both in-and outside of the school.
7. Likewise, students learning **21st century skills such as learning to learn** and collaborating with others can also use these new skills in informal learning settings outside of school.

In this course, we want to reflect on how we can empower our students to learn better in different learning settings by creating synergies between learning in different settings. Personalized learning and collaborative learning are both innovative teaching approaches that empower students in their own learning.

In the first Module, we will start with students’ voices on how they like to learn. Building on that, we will explore what ‘formal’ and ‘informal’ learning means and discuss how both could be more interlinked.

In the next three Modules, teachers will learn about two concrete teaching approaches: “personalized learning” and “collaborative learning”. By implementing these two approaches, teachers can empower their students to become independent learners in different (formal, non-formal and informal) learning settings. For both approaches, we will also explore the role of technology and learning spaces to foster student learning.

How can teachers empower students to learn? This course will show you:



- how to encourage your students to make links between their formal, non-formal and informal learning experiences
- how to empower your students by supporting them to identify their own learning styles and abilities
- how to make your teaching more relevant and inclusive by personalizing your teaching based on your students' needs and interests
- how to organize group work with their students that enables them to develop 21st century skills such as problem-solving, creativity etc. and enables them to explore new learning spaces

Module 1: Building bridges between formal and informal learning	
Short overview of module	<p>Welcome to this course! The aim of this course is to learn together how we can empower our students to learn in different settings in and out of school.</p> <p>In this first module, you will first hear students explain how they like to learn. Then we will invite you to reflect on your own learning in different settings. Building on both perspectives, we will explore what formal, non-formal and informal learning means and discuss how you can help your students to connect their learning inside and outside school more closely, with the goal of becoming more empowered and independent learners.</p> <p>The completion of this module, including all videos and activities, is expected to take 3-4 hours.</p>
Learning objectives of module:	<p>In this module, you will:</p> <ul style="list-style-type: none"> ○ start by reflecting what your students are interested in, both in and outside of school ○ learn about the concepts of non-formal, informal and formal learning ○ discuss how to create links between these learning settings in order to empower your students learning
Module Outline	
Module content (videos, scripts)	<p>1.1 Let's get started</p> <p>Before getting started, we would like to get to know you. Please introduce yourself in the Padlet below and then have a look at Activity 2.</p> <p>Once you have introduced yourself, check out who else is in the course with you, and "like" the posts of two colleagues that you find particularly interesting and perhaps would like to hear more from during the course.</p> <p>Something to keep in mind for the entire course: You are sharing this online learning experience with great colleagues from all over Europe. Are you unsure about what you have to do next, or did you not quite understand a concept? Would you like to share ideas, discuss challenges or start a new project with a colleague from another country? Do take the opportunity to interact with other teachers in the course forum, in our Facebook group or via Twitter.</p> <p>Activity 1: Padlet <i>Present yourself in this Padlet. Please tell us who you are, where you live, a little bit about your teaching, and why you joined the course. Please also feel free to add a picture. :) Then browse through the other contributions to get to know the other course participants, and "like" the posts of two colleagues that you find particularly interesting and perhaps would like to hear more from during the course.</i></p> <p>Activity 2 Did you already create your own Learning Diary?</p> <p><i>We highly recommend that all course participants create their own Learning Diary. The Learning Diary should be a collection of all elements from the course relevant to your own context. A good Learning Diary will provide you with a summary of the course at a later stage and focus your attention on those areas that are especially relevant to you.</i></p> <p><i>A good Learning Diary will also show that you have reflected on the questions introduced on the course and that you have engaged with the ideas of others on the course.</i></p>



The Diary can include anything you like, but we would suggest collecting...

1. Your answers to the questions posed in the modules (usually underneath the videos).
2. Comments, ideas, resources from the course materials or shared by other course participants that you found interesting or relevant to your own situation.

Your first entry in your Learning Diary can be the introduction of yourself in this section.

Your Diary can of course be in your native language, but in previous courses, we found that course participants really enjoyed sharing the Learning Diaries amongst themselves and giving each other feedback. This will be much easier if you create your Learning Diary in English, as otherwise you have to find course participants who share your language.

You can find more explanations on how to create a Learning Diary [here](#).

1.5 Starting from students interests

In the video below, **students from Portugal, Romania and Poland share how they like to learn**. After watching the video, please share your impression of your students' interests and learning preferences below. Once you have posted your own ideas, check out those of your colleagues – do you all have common experiences?

o **Video:** Input from [NESTT documentary](#) (beginning - 4:22 min)

Activity 1: Survey Monkey

In this course, we want to gain a better understanding of what motivates our students to learn. So why not just ask them directly? **Ask your students to fill a short survey** using this link. The survey is available until 6 February. We will present you with the results of this survey in our final module. **This activity is, of course, voluntary**, as we fully understand that not all of you can ask your students to fill in such a short survey.

Activity 2: Padlet

What are your own students' interests and learning preferences? Do you think that you already know them for all or some of your students? How do you think you could find out more? After responding, have a look at the ideas of your colleagues and "like" the two ideas you find most interesting.

1.6 What is formal/non-formal/informal learning?

Please watch the three short videos below. In the first video, the NESTT project explains that **most students do not actually make the link between their learning experiences inside and outside of school**. We all know that students do not only learn at school; they also learn plenty of things outside of school, according to their own interests. Such individual learning interests could, for instance, include a young person learning a new skill (like guitar playing) through YouTube videos. The second and third video explain **what formal, non-formal and informal learning actually is** – thinking about those concepts will be a good starting point for you to reflect on how to better connect the different learning experiences.

Video: Input from [NESTT documentary](#) (4:24 min – 5:57 min)

- o **Video:** [About non-formal learning](#) (4:59 min)
- o **Video:** [Three whales of learning](#) (4:04 min)

Activity 1

Sort these 10 statements into the category formal, non-formal, or informal learning. Are you sure that your results are correct? You can verify this [here](#).

Activity 2: Padlet

Think of three instances when you learned something in a formal, non-formal or informal way, and add your examples in the three columns below! Afterwards, you can browse through your colleagues' contributions.



1.7 Linking non-formal/ informal learning & formal learning

In the last section, we learned what formal, non-formal and informal learning is. Let's move on to the core question of this course: **How can we help students to create synergies between their learning in different learning settings?** One possibility is to organise project work at school. In the first video, students from Poland, Romania and Portugal share which project work they really liked. The second video starts with a brief visual summary of the different learning settings. Then it presents some first ideas on how to also take advantage of non-formal and informal learning settings. However, these are just some ideas. Can you think of more? Please share your own ideas in the Padlet below.

- **Video:** Input from [NESTT documentary](#) (5:58 min – 7:06 min)
- **Video:** [Formal and Informal Learning](#) (3:16 min)

Activity: Padlet

Think again about the examples of your own learning that you have provided. How do you think learning in different settings could be linked better, in general and for your own students?

Answer in the forum, and comment on the ideas of at least two of your colleagues: Tell them what you like about their idea, and suggest an additional aspect, they might not have thought about yet!

Please note that this activity is compulsory for all Portuguese teachers that have asked for accreditation of this course.

1.8 Strategies to empower students' in their formal & informal learning

In the next three modules, you will learn about **concrete teaching strategies that can empower your students to learn in their own time**. The two videos below will give you some first ideas. Keep in mind: **these are just some ideas** – you might not agree with all of them and not all activities will be possible in your own classroom or school. Just take from them whatever suits your own context.

In the first video, **Diana Rhoten**, Social Science Research Council based in New York, explains her vision on **how to spark children's interest**. The second video gives some ideas on **how to move towards students' ownership of their learning**. Watch both videos carefully, and then consider what inspiration you could take from them for your own classroom, using the two activities below.

Video: [Diana Rhoten on Sparking Student Interests with Informal Learning \(Big Thinkers Series\) \(5:19 min\)](#)

Video: [The Shift from Engaging Students to Empowering Learners \(2:04 min\)](#)

Activity 1: Padlet

Both videos mention some concrete ideas such as the slogan "consumption, production, participation", the importance of (online) communities, and moving from the teacher asking all the questions to the students asking their own questions. Starting from those ideas, what would you like to do to empower your students to learn? Try to describe 1 or 2 concrete ideas that you could implement in your own classroom. Then comment on two of your colleagues' contributions: Do you like their idea, and why? Do you have suggestions on how to improve their idea even further?


Activity 2: Padlet

Try to think of your own students: Can you share the story of one student who struggled to get good grades, but succeeded in another field? How did you / could you help the student?

1.6 Webinar

Join our webinar with Marian Ancuta on **24 January 2019 at 17:00 CET** .

The topic of the webinar is a conceptualisation on the 3 terms Nonformal-Informal-Formal, Common points and differences, Resources and stakeholders in nonformal education.

	<p>Marian Ancuta is an English teacher in Brittany in France as well as a trainer in the National Pool of trainers of Romanian National Agency Erasmus + (since 2007). She is also the vice president of EN ROOT Association (education and training organisation in France). Previously, she worked as a training coordinator and expert in nonformal education methods for the Civil Society Development Foundation, a member member in the Bureau of Advisory Council on Youth of Council of Europe and the president of ENOA - European Network of Animation.</p> <p>Link to the recording</p> <p>1.7 Module 1 Quiz</p> <p>This is just a short quiz to confirm that you watched the vides in this section and understood the key concepts explained in this module. You have two attempts to complete this quiz. A quiz of 10 questions to test course participants' understanding of the module.</p> <p>1.8 Additional resources</p> <p>Video: 1.4 Formal and Informal Learning (7:07 min)</p> <p>Video: What is INFORMAL LEARNING? What does INFORMAL LEARNING mean? INFORMAL LEARNING meaning (4:12 min)</p> <p>Video: Another Kind of Teacher Non Formal Education Alternative Education DNS Teacher Training (3:40 min)</p> <p>Video: Always Learning at Boston Children's Museum (3:27 min)</p> <p>Video: Diana Laufenberg: How to learn? From mistakes (10:37 min)</p> <p>Movie: Escola de 2050 (in Portuguese) (49:57 min)</p> <p>Avaliar competências: o exemplo da Boa Água</p>
<p>Assessment</p>	<p>A short Multiple choices quiz about the content presented in Module 1.</p> <p>For participants to the nationally organized face-to-face workshop, the optional Learning Diary can be an obligatory element of the course.</p>

Module 2: Empowering students through personalized learning

Short overview of module

Last week, you started to consider how you can find out more about your students' interests and how to empower them to learn in their own time.

In this module, we will explore **how implementing personalised learning approaches can help your students to become drivers of their own learning.**

The completion of this module, including all videos and activities, is expected to take 3-4 hours.

Learning objectives of module:

In this module, course participants will be encouraged to identify their own "personal" learning objectives. However, some general learning objectives are suggested.

- be introduced to the concept of personalized learning
- learn how to empower your students to learn according to their own abilities & learning preferences
- learn how to adapt your teaching based on your students' learning preferences

Module Outline

Module content (videos, scripts)

2.2 Why personalize Learning?

The three videos below explain **why personalising learning benefits your students**, each in its own way. In the first video, primary school students from the Colégio Monte Flor, situated close to Lisbon in Portugal, share how they like to learn. The two other videos explain why personalised learning is important from two slightly different angles. Please watch at least one of the three videos. If you watch all three of them, feel free to decide which one you like more – which one works best for you.

- **Video:** [Types of Learners](#) (2:16 min)
- **Video:** [Personalized Learning: Teaching to the Students in the Back Row](#) (2:38 min)
- **Video:** [Different intelligences](#) (5:17 min)

Activity 1: Survey Monkey

Which of the three videos most motivates you to look into personalised learning? Take this one-question survey to answer, then check out your peers' choices below.

Activity 2: Padlet

Imagine that you have to personalize a learning task with two activities for two kind of learners (high skilled and low skilled learners). What would you do?

2.3 What is personalized learning?

In the video below, **different scholars will share their definition of what personalised learning is.** Pay close attention and, afterwards, let us know which one best corresponds to your own understanding of personalised learning in the survey below

- **Video:** [How do you define Personalized Learning?](#) (3:58 min)

Activity: Survey Monkey

Which definition of personalised learning do you like best? Take this one-question survey to answer, then check out your peers' choices below.

2.4 Formative assessment- identifying what your students know and need

In the video below, teachers mention some **aspects of formative assessment**; and in the article below, you will find more explanations of **why formative assessment is relevant.** Please also check out the two activities that follow, which will help you to reflect on how formative assessment can formalise your students' learning.

- **Video:** Future ready: [Personalized Learning tied to student passion](#) (3:16 min)
- **Intro text:** [Formative assessment to initiate Personalized Learning](#)

Below you find some interesting examples of checklists that can help you learn more about your students.

- [Skills inventory](#)



- [Interests checklist](#)
- [Interests](#)
- [D2learn](#)
- [KYVirtualCampus](#)

Activity 1: Survey Monkey

Take this one-question survey and tick off the elements of formative assessment that you already use in your teaching. If you do not use any, just say so – it will help all of us to get a better picture of how widespread the use of formative assessment already is.

Activity 2: Padlet

We already asked you in the first module what you know about your students' interests and learning preferences. Now we would like you to consider: How could you collect this information more systematically and make better use of it to support your students' learning? And how do you assess your students' learning throughout the whole process? After you've answered, browse through your colleagues' contributions and "like" at least 2 others that you find particularly inspiring.

2.5 Managing diverse learning paths

The video and article below describe **concrete strategies to effectively personalise learning**. After getting some input from them, try to identify the pros and cons of those strategies and pinpoint effective elements of personalised learning in the activities below.

- **Video:** [7 Principles of Personalized Learning](#) (5:24 min)
- To Read: [Six Examples of What Personalized Learning Looks Like](#)

Activity 1: Tricider

[Which of the personalised learning practices listed on this Tricider do you have experience with? Mention some of their pros and cons. Add other personalised learning practices to the list if they are missing.](#)

Activity 2: Padlet

Identify some criteria for effective personalised learning, and comment on the criteria added by your peers.

2.6 Fostering student agency (more autonomy in learning)

In this section, we would like you to discuss one of the many questions you face as a teacher to which there is no easy yes/no answer: **How much autonomy do students need in their learning?** Watch the two short videos below and then discuss with your peers!

Video: [Facilitating Learning in a Student-Driven Environment \(Keys to PBL Series Part 4\)](#) (3:13 min)

Video: [The Role of a Teacher in a Personalized Learning Environment](#) (2:05 min)

Activity: Padlet

Student agency is best achieved through trust and a rapid transition to full independence in their work. Too much scaffolding and support makes students dependent and passive. Discuss! (You can add your answer at the bottom of the Padlet.)

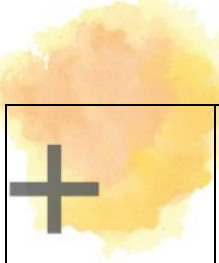
2.7 Tools for personalized learning

Check out the article below, featuring a list of **tools that can help you personalise your students' learning**. Do you know other tools that foster personalised learning? Just add them to the list that follows.

To Read: [Personal Learning Paths](#)

Activity : Mentimeter

What other tools do you know that could foster personalised learning? Add them here with a short description. You can then check out the tools suggested by course participants below.



2.7 Personalized Learning & Flexible Learning Spaces

How can you create personal learning environments inside and outside the classroom? Watch the video below to get some concrete inspiration!

Video: [Flexible Classrooms: Making Space for Personalized Learning \(5:17 min\)](#)

Activity: Padlet

Is your classroom set up to be flexible and interactive, like the one shown in the video? Share a photo, drawing, sketch or description of your working spaces here, and then vote for the two submissions that you find most inspiring!

2.8 Module 2 Quiz

This is just a short quiz to confirm that you watched the videos in this section and understood the key concepts explained in this module. You have two attempts to complete this quiz. A quiz of 10 questions to test course participants' understanding of the module.

2.9 Making your own "Bridge the Learning Scenario" (Step 1)

Start thinking about your "Bridge the Learning Scenario", which you will have to describe in more detail at the end of this course. This learning scenario can be a project or a lesson plan that you use to help your students to bridge formal and non-formal learning, by using personalised, collaborative learning approaches or elements thereof.

Just note down some first ideas in the Padlet below (goal or goals, activities in or out of class, timing, who to possibly involve).

Comment on at least two of your colleagues' ideas with concrete suggestions: Do you like the idea? Do you think that it is feasible? What other aspects/actors could they include? Make sure you also note your ideas down for yourself, preferably in your Learning Diary, as we will ask you to come back to them next week.

Activity: Padlet

Just note down some first ideas in this Padlet. Then comment on at least two of your colleagues' ideas with concrete suggestions.

2.10 Webinar

Join our webinar with **José Alberto Lencastre** on **1 February 2019** at **17:00 CET**.

Lecturer and researcher of Educational Technology in the Institute of Education at University of Minho, Portugal. **José Alberto Lencastre** received his PhD with a thesis about Online Education. He designed, developed and implemented a virtual learning environment (VLE) with resources to support a Flipped Approach to Online Teaching and Learning, a form of blended learning. Teaching interests include understanding the opportunities to enhance teaching and learning processes through technology.

Jose has been developing teaching and supervision activities in Master and Doctoral Programs in Educational Technology, exploring innovative pedagogical practices using technology: blended learning, flipped learning, gamification, game-based learning, digital storytelling. Research interests include Design-based research, Online learning, Technology-enhanced learning and Usability. José is the author or co-author of more than 150 peer-reviewed papers on technology integration in education (face-to-face or online). José has long experience in EU projects, as his Curriculum Vitæ can confirm.

Website: <http://jlencastre.wixsite.com/josealbertolencastre>

[Link](#) to the recording

2.11 Additional Resources

Video: [Personalization by Lisa Cowell \(4:51 min\)](#)



	<p>Video: Active Approaches and Learning Spaces – Personalized Learning (6:40 min)</p> <p>Video: Teaching across ages and abilities Personalised Learning</p> <p>Video: Introduction to personalized learning (6:46min)</p> <p>Video: Personalized Learning: Three Ideas for Your Class (3:27 min)</p> <p>Video: Students creating textbooks Personalised Learning (7:46 min)</p> <p>Video: Shaping new learning spaces for personalized learning and project work (4:11 min)</p> <p>Video: Personalized learning through flipped classroom and 1:1 devices (5:19 min)</p> <p>Video: Inspiring school (4:24 min)</p>
Assessment	<p>A short Multiple choices quiz about the content presented in Module 2.</p> <p>For participants to the nationally organized face-to-face workshop, the optional Learning Diary can be an obligatory element of the course.</p>

MODULE 3: EMPOWERING STUDENTS THROUGH COLLABORATIVE LEARNING	
Short overview of module	<p>In the last module, you learned all about how to personalise your students' learning. In this module, you will learn more about collaborative learning – some of the elements we discussed last week will also help you to organise collaborative learning effectively. You will also see that these two approaches have several elements in common. For instance, both approaches aim to empower students in their learning.</p> <p>As there are a lot of interesting aspects to collaborative learning, we will introduce you to the topic this week, and continue to learn about it next week, too.</p> <p>In this module, you will also be asked to further develop your own “Bridge the Learning Scenario”, which you will need to finalise next week.</p> <p>This week, you will hear more about how to define collaborative learning, and watch some concrete classroom practice examples, which can help you reflect on your own practice. In this module, we are also looking at how to link personalised and collaborative learning approaches, and what role flexible learning spaces play.</p>
Learning objectives of module:	<p>In this module, you:</p> <ul style="list-style-type: none"> ○ learn what collaborative learning is ○ reflect on your own classroom practice on the basis of concrete classroom examples ○ explore the link between personalised and collaborative learning approaches ○ reflect on the role of learning spaces for collaborative learning
Module Outline	
Module content (videos, scripts)	<p>3.1 Why collaborative learning</p> <p>Watch the two videos below to learn why collaborative learning is important. The first video summarizes the benefits of collaborative learning according to research.</p> <ul style="list-style-type: none"> • Video: Why students enjoy group work (2:01 min) • Video: The benefits of collaborative learning (2:27 min) <p>Activity: Padlet: <i>Why do you enjoy group work? What group work do you already implement with your students? What would you like to achieve next?</i></p> <p>3.2 What is collaborative learning</p> <p>Watch the video below to hear what key questions Prof. Deirde Bulter uses to define collaborative learning, and the definition of collaborative problem-solving we suggest to adopt for this course. After watching this video, try to find 2 more definitions of collaborative learning or a related term as part of the activity below.</p> <ul style="list-style-type: none"> ○ Video: What is collaborative learning? (2:54 min) <p>Activity: Padlet <i>What do you understand collaborative learning to mean? Try to find 2 more definitions of collaborative learning, and possibly also related terms such as co-operative learning, and post them here. Remember to put the reference of the definitions you found. Then browse through your peers' contributions and "like" the two that appeal to you most.</i></p> <p>3.3 Collaborative learning through project-based learning</p>



In the video below, **Francesca Panzica**, teacher at the Santa Maria a Castagnolo school in Italy explains **how she organised a project with her students**. This video gives a great description of what a good project with students could look like. After watching the video, please describe similar group work that you carried out with your students below.

- **Video:** [Collaborative learning through project-based learning](#) (5:36 min)

Activity: Padlet

Have you already prepared a group project similar to the one described in this video? Can you describe your project in a few lines, and tell us what worked and what the challenges were? Then give feedback to two of your colleagues: What do you like about their project? What do you suggest they improve for next time? (In case you have not done such a project with your students yet, just describe a project idea that you would like to implement in the future.)

3.4 Collaborative Learning to build deeper understanding

In the last section, the teacher described a specific project she did with her students. The video below takes this approach one step further and describes **how collaborative learning becomes part of everyday teaching at the College Preparatory School in Oakland, California**. Watch it carefully, as you are likely to find inspiration for taking the next step in advancing your collaborative teaching practices. After watching this video, please share your own experience with two specific aspects of collaborative group work: How do I make my students feel safe and ready to take risks in their own learning? How to divide students in groups?

- **Video:** [Collaborative Learning Builds Deeper Understanding](#) (8:45 min)

Activity 1: Padlet

In your experience of collaborative learning, how do you make your students feel safe and comfortable? How do you make them feel ready to engage in the conversation and to take risks in their own learning? After you've answered, browse through your peers' contributions and "like" at least two ideas that you particularly appreciate.

Activity 2: Padlet

How do you usually divide students in groups? What works best in your experience? After you've answered, browse through your peers' contributions and "like" at least two ideas that you particularly appreciate.

3.5 Collaborative learning in a flexible classroom

Take the video below as an inspiration to reflect on how you can best you're your classroom or also other learning spaces in school to organize collaborative learning in an effective way. Are there small things you might be able to change without renovating the entire classroom? After having watched the video, please reflect about your own classroom.

- Video:** [Remake Your Class Part 1: Planning for a Collaborative Learning Environment](#) (5:58 min)

Activity: Padlet:

Last week we encouraged you to share with us what your classroom looks like and to think about how to use learning spaces to support personalised learning. If you now think again about the learning spaces that you have available for your students, are they flexible and interactive, like the one shown in the video? Without necessarily having access to flexible classroom furniture, has the video inspired you to make your classroom environment more collaboration-friendly? Share your ideas and experiences here!

3.6 Collaboration for personalized Learning



Now that you have a clearer idea of what collaborative learning is all about, try to remember what you learned about personalised learning last week. It might not be that obvious, but personalised and collaborative learning actually have quite a few things in common. Watch the short video below and read the article that shows you how to combine the two approaches, with the goal of personalising learning in collaborative learning settings. Further below, we invite you to reflect on how you yourself would link the two learning approaches.

- **Video:** [Collaborative & personalized learning \(2\)](#) (1:09 min)
- **Article:** [Collaboration for personalized learning](#)

Activity: Padlet:

Where do you see the link between collaborative and personalised learning approaches? How can you use elements of both approaches to empower your students in their own learning? (You might also want to include some of your ideas in your “Bridge the Learning Scenario” - see next section.)

3.7 Your “Bridge the Learning Scenario” (Step 2)

Activity 1

Last week, we asked you to think of some first ideas for your “Bridge the Learning Scenario”. This week, we would like to go back to those ideas and revise them. You can note your ideas down in this template.

You could, for instance:

- *add some aspects of collaborative learning we learned about in this module*
- *incorporate your colleagues’ ideas from the last module*
- *further develop your ideas from last week or come up with something completely new*

Please also mention some challenges that you foresee when you actually implement your learning scenario in your own classroom.

Activity 2

Then post the template with your more detailed ideas here in the forum. Please also give feedback on the learning scenarios of two colleagues again.

Keep in mind: *The opportunity to give and receive feedback from colleagues across Europe is one of the main benefits of joining a MOOC. 😊*

In particular, please give feedback on the following:

- *What do you like about this idea?*
- *What additional element would you suggest adding (e.g. collaborating with another school)?*
- *How would you address the challenges mentioned?*
- *Are you perhaps even interested in collaborating with your colleague on this scenario? In that case, just propose doing a small project/exchange together.*

3.8 Module 3 Quiz

This is just a short quiz to confirm that you watched the videos in this section and understood the key concepts explained in this module. You have two attempts to complete this quiz. A quiz of 10 questions to test course participants’ understanding of the module.

3.9 Webinar

Join our webinar with Pascal Paulus on **Tuesday, 5 February 2019 at 17:00 CET.**



The topics of the webinar are:

- Learning activity, education and compulsory schooling
- Schooling: a specific social relation
- Teacher centred models and beyond
- Learner and learning centred models

Pascal Paulus is a primary school teacher in Belgium and Portugal and PhD in Education Sociology. He has 20 years experience of school- and community based work in Belgium and Portugal in the context of teacher education. Moreover, he is an Education Consultant for Education Departments, Foundations, State and Private schools, National and International Educational Projects and member of the Portuguese Modern School Movement and co-founder of it's Belgian-Flemish equivalent.

[Link](#) to the webinar recording

3.10 Additional resources

- **Video:** [A language teacher's experience of collaborative learning](#)
- **Video:** [A History & Geography teacher's experience of collaborative learning](#)
- **Video:** [Classe d'apprentissage actif - Active Learning Classroom](#)
- **Video:** [Strength In Unity - Collaborative student leadership \(Teach For India\)](#)
- **Video:** [Aprendizaje Cooperativo – Portuguese](#)
- **Video:** [Classes coopérantes \(Nantes\) – French](#)
- **Video:** [Tutorer l'Apprentissage en Groupe \(3/4\) - Apprentissage par problème et par projet – French](#)
- **Video :** [Twictée, dispositif collaboratif d'enseignement et d'apprentissage de l'orthographe – French](#)
- **Video :** [Mystery Skype en classe: développez la réflexion critique et la collaboration de vos élèves](#)

Documents:

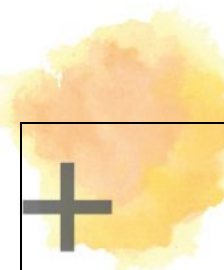
- [Kreatywny nauczyciel i twórczy uczeń a indywidualizacja pracy z uczniami – Polish](#)

Assessment

A short Multiple choices quiz about the content presented in Module 3.

For participants to the nationally organized face-to-face workshop, the optional Learning Diary can be an obligatory element of the course.

	<p>Module 4: Strategies to empower students through collaborative learning</p>
<p>Short overview of module</p>	<p>Over the course of the past three weeks, you learned more about the concepts of formal, non-formal, and informal learning, and personalised and collaborative learning approaches.</p> <p>How do you feel about your learning progress? Take this one-question survey to answer, then check out your peers' answers below.</p> <p>In this module, we want to try to bring together your new knowledge and ideas, especially from last module, which introduced you to the concept of collaborative learning.</p> <p>Is there anything interesting left to learn about this concept?</p> <p>We do think so! In this module, we will look at concrete strategies for effectively organising collaborative learning with your students, and for assessing collaborative learning.</p> <p>Your most important task for this module will be to complete your “Bridge the Learning Scenario” for peer review and review the scenarios of three other colleagues. This process will provide you with the opportunity to give and receive constructive feedback – as you will see, it is a process very similar to exchanging feedback on the Padlets and the forum, something that we already asked you to do in the last two modules. However, this time you need to respect two important deadlines (20 & 27 February 2019), if you want to receive a course certificate.</p> <p>The completion of this module, including all videos and activities, is expected to take 3-4 hours.</p>
<p>Learning objectives of module:</p>	<p>In this module, you will:</p> <ul style="list-style-type: none"> • further reflect on what effective collaborative learning looks like • share your own experiences with collaborative teaching and learning • learn about concrete strategies for organising collaborative learning with your students • reflect on how to organise collaborative learning outside the classroom • learn how to assess collaborative learning
<p>Module Outline</p>	
<p>Module content (videos, scripts)</p>	<p>4.1 Elements of effective collaborative work</p> <p>In the video below, Phil Spoor, Cramlington Learning Village, United Kingdom, explains how he thinks group work should be organized effectively. Please watch the video below and reflect on what you have seen further down.</p> <ul style="list-style-type: none"> ○ VIDEO: ELEMENTS OF EFFECTIVE COLLABORATIVE WORK (2:52 MIN) <p>Activity: Padlet: Reflect, Share & Respond</p> <p><i>According to Phil Spoor, to organize collaborative learning effectively, teachers should ask themselves the 3 following questions:</i></p> <ol style="list-style-type: none"> 1. <i>Will collaborative learning actually help students to learn anymore than they would individually?</i> 2. <i>Is this task going to make sure that every student is involved?</i> 3. <i>Is this collaborative task going to make every student think?</i> <p><i>Do you agree with Phil? Why (not)? Can you think of other questions?</i></p> <p>4.2 Assessment for improving collaborative learning</p> <p>In the two videos below, Elena Pezzi, teacher at the Liceo Laura Bassi in Italy, explains how she approaches the task of assessing group and gives a very interesting example from her own work. After</p>



watching the two videos, please reflect on your own practice below. Then please scroll down to our second activity.

- **Video:** [How to assess collaborative learning](#) (3:32 min)
- **Video:** [How to assess collaborative work : One example](#) (3:3 min)

ACTIVITY 1: PADLET

Have you ever used existing rubrics and checklists to assess collaborative work? Have you ever constructed your own rubrics or checklists for this purpose? What about involving students in the design of rubrics, checklists or other assessment tools? What are your experiences? Share your ideas and experience in the padlet below!

- **Video:** [Erasmus+: Youth Exchange](#) (3:06 min)

ACTIVITY 2: PADLET: REFLECT, SHARE & RESPOND

How would you assess student learning in projects that provide students with opportunities for informal and non-formal learning, like the one in the video? After you've answered, browse through your peers' contributions and "like" the two that appeal to you most.

4.3 Student collaboration outside the classroom

In the video below, **Peter Stöckelmaier**, an Austrian teacher, explains how he organised a collaborative learning experience outside of the classroom for his students, with the help of digital tools. Please watch the video carefully, then, in the two activities that follow, reflect on how to take learning outside with the help of technology.

- **VIDEO:** [3.2 Student collaboration with tablets](#) (4:04 MIN)

ACTIVITY 1: PADLET

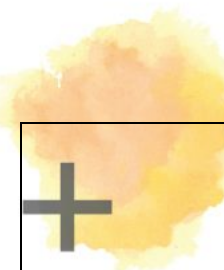
Having watched the example from Austria, can you think of other examples of collaborative learning outside of the classroom? This could also be a good opportunity to link your students' learning to more informal learning settings. Please share your examples, and also check those of your colleagues for inspiration.

ACTIVITY 2: PADLET

For the student activity described in the video above, the app Actionbound (<https://en.actionbound.com/>) is crucial. Have you tried out other useful apps or resources? If so, please post them here, with a short description and a small review of what you liked / did not like. Then check out your colleagues' contributions and "like" those that describe tools you have also used and approved of.

4.4 Module 4 Quiz

This is just a short quiz to confirm that you watched the videos in this section and understood the key concepts explained in this module. You have two attempts to complete this quiz.



A quiz of ca. 10 questions to test course participants' understanding of the module.

4.5 Outcome survey to students (Module 1)

Here you can find the results from our short survey during this course: This is what you are students are interested in/ would like to learn.

ACTIVITY: PADLET

Do these results surprise you? Also taking into account all the information you took in during this course, how could you adapt your teaching to better accommodate your students' learning interests? This question can be a good brainstorming exercise that can help you to prepare your final learning activity: your "Bridge the Learning Scenario". You will find a thorough explanation of this final activity in the next section (section 4.7).

4.6 Final Learning Activity: Your "Bridge the Learning Scenario" (obligatory)

Please note that at this stage, you should have covered all 4 modules (visited all mandatory sections and passed all quizzes).

This week, you need to create and submit your "Bridge the Learning Scenario" and to review other participants' learning scenarios. In order for you to receive the course badge and the digital certificate, you need to complete both tasks.

Please note down all ideas that you collected during this course in this template. Use these rubrics to guide your drafting of the scenario. Please use the ideas that you developed in the last two modules as a starting point.

The idea is to write a learning scenario describing a short project or lesson plan that:

- contains some new ideas that you garnered during this course;
- includes aspects of personalised and/or collaborative learning approaches;
- contains activities that help your students to better connect their learning in different settings;
- ultimately empowers your students' learning.

Try to think of a scenario that you will actually implement in your classroom!

In order to complete this activity, please follow these steps:

1. **Write your own 'Bridge the Learning Scenario' using this template.** Use **these rubrics** to guide your drafting of the scenario. Your scenario has to be in English, otherwise it will not qualify.
2. **Submit your plan** via the interface below. Make sure you wait for the file to be fully uploaded before clicking the Submit button. **The deadline to submit your file is 20 February 2019 at 23:59 CEST.**
3. **Review three other course participants' scenarios.** Wait 24 hours and then return to this page, where you will see the other scenarios you are asked to review – or click "Request tasks to review" to receive them faster. **Provide feedback for each scenario you have been assigned by completing this rubric document (Open Office version here).** Fill in the rubrics and upload the file in the interface below. Remember that your review is not anonymous. Once you have uploaded your review, click the "Review" button for each review you have composed. **The deadline to hand in your reviews is 27 February 2019 at 23:59 CEST.**



*This means +1 hour if you are located in Eastern Europe, i.e. Bulgaria, Finland, Greece and -1 hour if you are located in Western Europe, UK, Ireland, Portugal, etc. You can check the time conversion with [this online tool](#).

4.7 Collaborative guidelines for connecting formal & informal learning (voluntary)

Please note that **this section is optional**, and does not have any bearing on your qualification for the badges or certificate. All the same, we hope you will take some time to complete it!

ACTIVITY 1

Here in our online community, we have gathered a lot of collaborative wisdom on how to better connect formal and informal learning settings. Let's make use of our joint wisdom and produce guidelines that can inspire course participants, but also teachers beyond this course. To put this idea in practice, simply choose one of the suggested areas below (xxx) and share 3 good tips from your own experience in this short form. Try to think of tips that are not so obvious, so that we can gather a lot of different ideas. We will make the entire document available to you at a later stage.

ACTIVITY 2

Would you like to share your "Bridge the Learning Scenario" with other teachers and browse through their scenarios in turn? Just fill in this short Google Doc.

4.8 Additional resources

Reading

- [Microsoft \(2012\). 21ST Century Learning Design: 21CLD Learning Activity Rubrics](#)

Tools - Learning scenarios and examples of lesson plans

Below you will find the empty template of the collaborative learning scenario and six examples of scenarios focusing on different topics and aspects.

Please note that the template of a learning scenario and that of a lesson plan in the Learning Designer differ in structure. The learning scenario template is broader and designed to include contextual aspects, including assessment and final reflection. The lesson plan template focuses on the description of each learning activity.

- [Learning Scenario template](#)

Examples of Learning Scenarios (Version 2016):

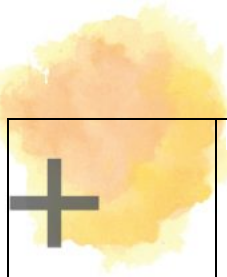
- [Collaborative work - Towards a healthy city \(CCL, Europe\)](#), ([Polish translation](#))
- [iGroup - Collaboration and Assessment in a group \(CCL, Europe\)](#), ([Polish translation](#))
- [Personalisation – Topic: friction \(CCL, Europe\)](#), ([Polish translation](#))
- [Flipped Classroom \(CCL, Europe\)](#), ([Polish translation](#))
- [Art & Music - Creating an exhibition \(NCCA, Ireland\)](#), ([Polish translation](#))
- [Asteroids, impacts and craters \(NCCA, Ireland\)](#), ([Polish translation](#))

Examples of Learning Scenarios (Version 2017):

- [Collaborative work - Towards a healthy city \(CCL, Europe\)](#)
- [Assessment in collaborative learning \(CCL, Europe\)](#)
- [Personalisation – Topic: friction \(CCL, Europe\)](#)
- [Flipped Classroom \(CCL, Europe\)](#)

Resources for the 'Asteroids, impacts and craters' learning scenario:

- [Asteroids Scenario Resource: Fact Sheet](#)
- [Asteroids Scenario Resource: Glossary of Terms](#)
- [Asteroids Scenario Resource: Physics PowerPoint Presentation](#)



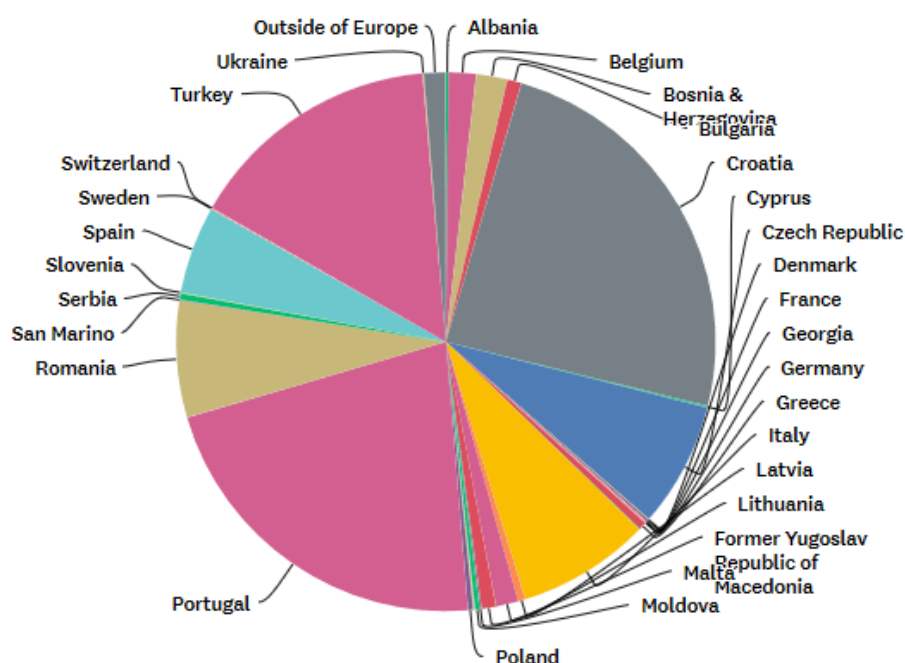
	<ul style="list-style-type: none">○ Asteroids Scenario Resource: Peer Assessment Sheet <p>Luís Valente, Instituto de Educação, Universidade do Minho, CO-LAB Project (2016). CO-LAB Guidelines for Assessing Collaborative Learning in the Classroom</p> <ul style="list-style-type: none">○ CO-LAB Guidelines for Assessing Collaborative Learning in the Classroom (Luis Valente, University of Minho) (Polish translation) <p>The guidelines include:</p> <ul style="list-style-type: none">○ General Guidelines (purpose, what to assess, how to assess, description of rubrics and checklists)○ Specific guidelines for assessing collaborative learning (by purpose: formative assessment, self- and peer assessment)○ Example of tools (rubrics and checklists) <p>Luís Valente & Maria João Gomes, Instituto de Educação, Universidade do Minho, Creative Classroom Lab Project (2014). COLLABORATION & ASSESEMENT: THEORY AND PRACTICE –</p> <ul style="list-style-type: none">○ Collaboration and Assessment: Theory and Practice (Luis Valente, University of Minho)
Assessment	<p>A short Multiple choices quiz about the content presented in Module 4.</p> <p>For participants to the nationally organized face-to-face workshop, the optional Learning Diary can be an obligatory element of the course.</p> <p>As the final course activity, in a first step, each course participant is asked to submit their own Learning Scenario.</p>

Annex III: MOOC survey for students: results

Results from the «"Yes I can" - How do you like to learn? Survey for students»

In total, we got **2316 responses** to our « "Yes I can" - How do you like to learn? Survey for students. That is really impressive – Thanks so much to everyone who has kindly asked their students to fill in this short survey. **You are of course also more than welcome to share these results with your students, if you like to!**

1. Where are our students from?

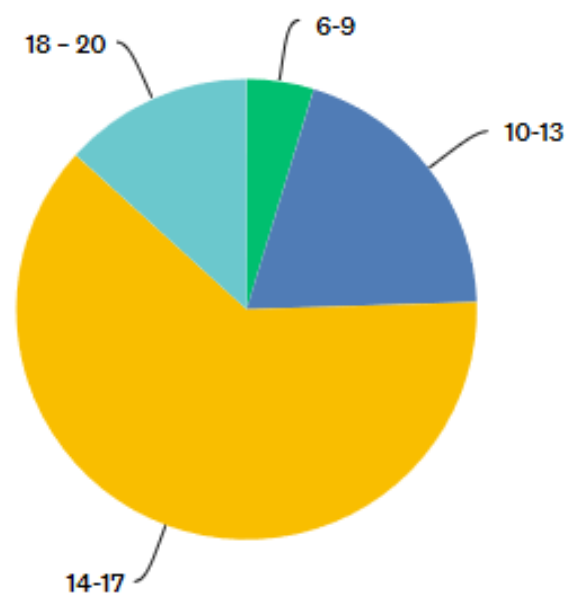


Students from more than 32 countries replied to the survey: Belgium, Bosnia & Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, France, Georgia, Germany, Greece, Ireland, Italy, Latvia, Lithuania, Former Yugoslav Republic of Macedonia, Malta, Moldova, Monaco, Montenegro, the Netherlands, Poland, Portugal, Romania, San Marino, Serbia, Slovenia, Spain, Sweden, Switzerland, Turkey, Ukraine, Outside of Europe: e.g. Pakistan.

The countries with most student responses are:

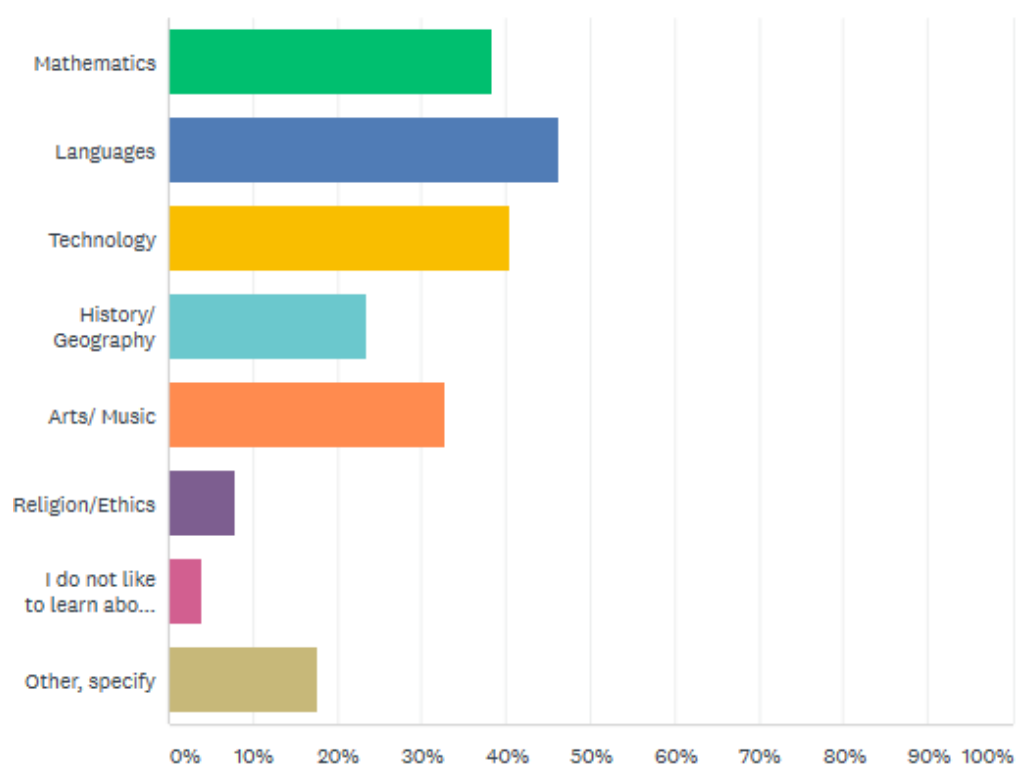
1. **Croatia:** 563 responses
2. **Portugal:** 504 responses
3. **Turkey:** 355 responses
4. **Italy:** 185 responses
5. **Czech Republic:** 174 responses
6. **Romania:** 162 responses
7. **Spain:** 122 responses

2. How old are our students?




- Most students (1436) are 14 – 17 years old.
- 457 students are 10 – 13 years old.
- 307 students are 18 – 20 years old and 109 students are 6 - 9 years old.

3. What do our students want to learn about?



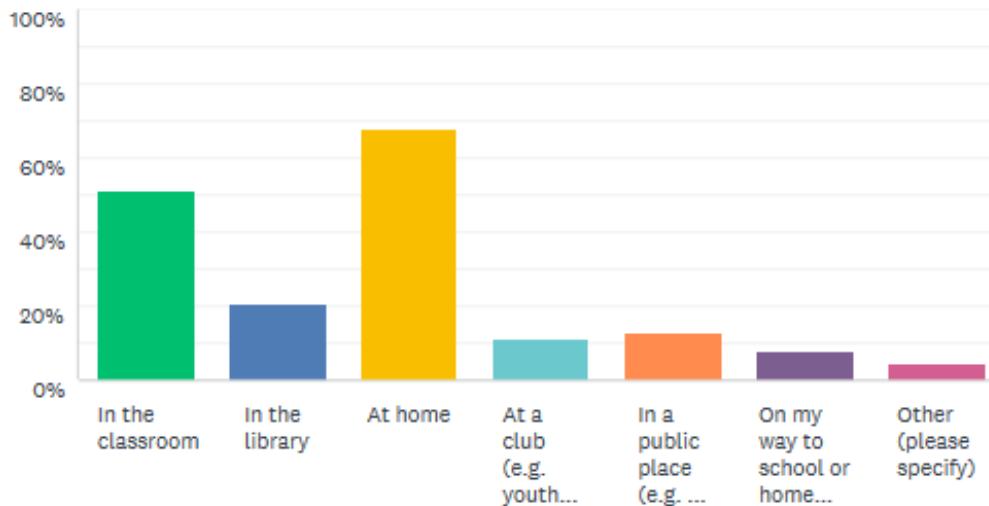
Here is the list of what students like to learn about, starting with the most popular choice. Several answers were possible.

1. **Languages: 46.17%**

- 
2. **Technology:** 40.29%
 3. **Mathematics:** 38.39%
 4. **Arts/ Music:** 32.77%
 5. **History/ Geography:** 23.35%
 6. **Other:** 17.90%
 7. **Religion/Ethics :** 7.91%

Only 3.98% say that they do not like to learn about any of these topics.

4. Where do our students like to learn?



These are the top places where students like to learn. Several answers were possible:

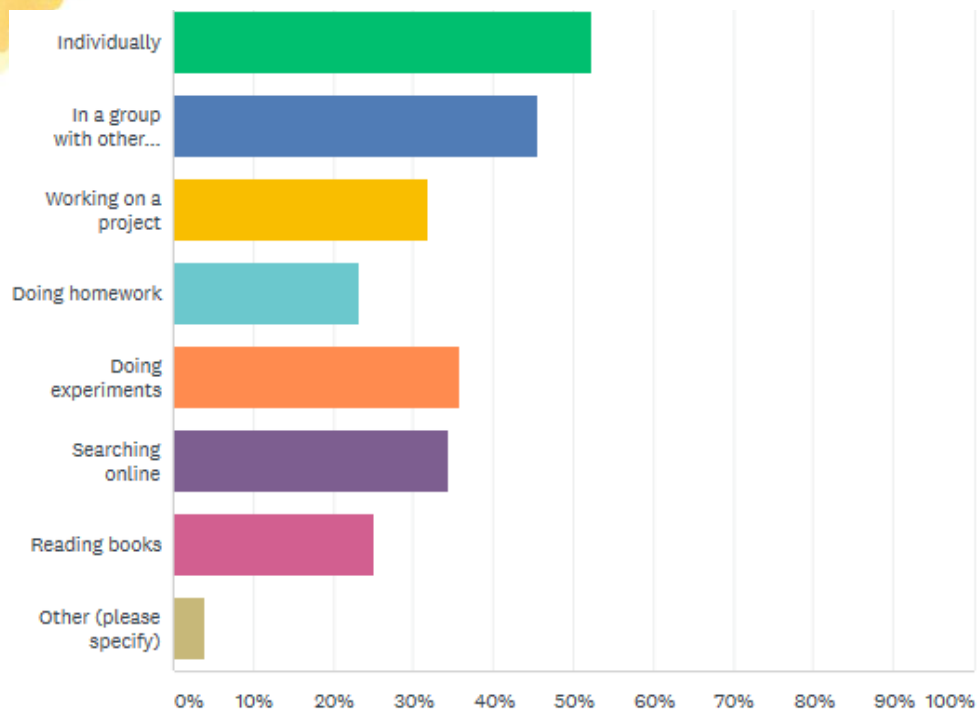
1. **At home:** 67.85%
2. **In the classroom:** 50.76%
3. **In the library:** 20.29%
4. **In a public place (e.g. a café):** 12.85%
5. **At a club (e.g. youth club, sports club):** 10.99%
6. **On my way to school or home (e.g. school bus):** 7.92%
7. **Other:** 4.54%

Other: in a laboratory (4x), in nature (2x), at tablets, school yard, In the pool, in the basement where I live, TV, I like to learn it he classroom because i think that there we will can more to learn, outdoor center, nature, In a specific place for what i learn (ex:history-museum), in a hall at school, Other countries for example: United Kingdom, America etc., café, In bed, on the internet.

**Please note: Most students that selected the answer option "other" did not specify their choice.*



5. How do our students like to learn?



These are the top ways in which students like to learn. Several answers were possible:

1. **Individually** : 52.33%
2. **In a group with other students**: 45.59%
3. **Doing experiments**: 35.82%
4. **Searching online**: 34.31%
5. **Working on a project**: 31.76%
6. **Reading books**: 25.15%
7. **Doing homework**: 23.25%
8. **Other** : 4.06%

What is noteworthy: None of the proposed ways of learning has been selected by a clear majority of students. **Does that mean that they have entirely different ideas about how they would like to learn?**

Other: practical workshops, From lectures, excursions or exhibitions, working individually on a project, with a partner, with music, with an adult, silence, with my stepmom, help from family, TV programs, with my team, playing, explaining to others, I don't like to learn (3x), with beer, with mum, Games, travelling, observing, in pairs-examining each other

**Please note: Most students that selected the answer option "other" did not specify their choice.*