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Learning at Any Time, at Any Place via any Device (BYOD-Learning)

QUALITY ASSURANCE STATEMENT

AIMS AND OBJECTIVES OF THIS PROJECT

The **aim** of the **BYOD-Learning** project is to introduce a new and innovative approach for the teachers and students in Math education to follow and use as additional teaching material. The idea behind the project proposal is to provide an alternative flip classroom learning environment through video lessons covering the curriculum in support of two-fold solutions (1) digital learning solution (2) support to mix ability classes outside the classroom.

The **main results** of the **BYOD-Learning** project are:

- **Creation of a European Platform of Video Lessons hosting videos accessible by teachers, students at any time and any place and through any device applying an approach of BYOD (Bring Your Own Device)**. The digital learning will occur through developing videos with Math contents, based on the specific curricula in the partnership countries. The innovative aspect of the proposal is the fact that each content will be designed in three different time duration frames, for the different types of achievers. 15-minute videos for the overachievers in Math, 30 minutes for the average students, and 45 minutes for the underachievers. The innovative environment solution and methods will be dynamic allowing its continuous growth and updating with more subjects, more levels, and more languages. The current project will focus to students learning mathematics in secondary education, especially 7 graders.
- **Development of a Methodology and specifications for the design of the video lessons and set of digital tools and guidance on the digitalisation of the educational content to facilitate the learning process.** This Intellectual output refers to creation of Publication consisting of two related Guidelines (A) Methodology and specifications for the BYOD Learning - transforming math education in digital era; and (2) Set of digital tools and guidance on the digitalisation of the educational content to facilitate the learning process. These guidelines will include directions as for: (1) how the BYOD method and E-Platform can be used in the teaching and learning process (2) how the teacher can create his/her own Creativity Plans based on BYOD Method and other resources according to their needs and the needs of the students (3) methodology and specifications for the design of the video lessons (4) how to develop personalized teaching and learning through digital transformative education (5) how School principals and State boards of education can create a supportive state policy framework as a key foundation to successful Math Education 4.0 transformation. (B) Set of digital tools and guidance on the digitalisation of the educational content to facilitate the learning process.

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- **Development of a Training course for supporting teachers and educators to digital transformation through development of digital readiness, resilience, and capacity.** The description of this output is a course design and its piloting through C1. The course will be structured as a 5-day training with flexibility to be offered on minimum 3 days. The course will be addressed to teachers, teacher trainers and school managers. Main learning outcomes include: 1. BYOD Methodology understanding 2. Development of digital readiness, resilience and capacity 3. Supporting teachers and educators to digital transformation - Education 4.0, teaching and learning in the digital age.

This approach is expected to contribute in:

The aim of the project refers to two target groups, teachers, and students. (1) supporting teachers and teaching professionals by providing digital resources that will help them in their everyday work (2) support students with mix ability knowledge by developing their key competences and provides inclusion in the learning process. More specifically, the project aims to the following concrete results:

- to develop innovative approach to teaching math and integrated methodology of good practices.
- to reduce disparities in learning outcomes affecting all learners, especially underachievers.
- to incorporate ICT-based methodologies for learning Math and providing more attractive education and training, implementing OER and digital tools.
- to create a European e-platform for teaching and learning mathematics applying an approach of BYOD (Bring Your Own Device), allowing its continuous growth, and updating with more subjects, more levels, and more languages.
- to improve assessment of the key-competences (mathematics and digital skills).
- to develop personal, social, and learning to learn competences in students.
- to enhance professional development of teachers involved in the process of education.
- to enable teachers and schools to transfer part or the entire educational process in a digitally supported environment allowing them to implement distance/hybrid learning models.
- to provide the competence framework for teachers that will empower teachers to rapidly adapt to a transition to a distance/hybrid learning environment.

More specifically the partners of the project aim at:

Deliver all the activities and results as described in the proposal and agreed during the first transnational meeting as they follow:

- **WP 1 - Management activities** - throughout the project's cycle (planning of the meetings, allocation to workload per partners, keeping records on the progress of the outputs, interim report, and final report).
- **WP 2 - Preparatory activities** - months 1 - 3. (Selection of staff involved in the project, distribution of tasks on work-teams and individual experts (job descriptions, specific procedures, schedules and objectives for teams and experts) establishing a

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communication network, preparation of participants: task related, linguistic support, digital training, inter-cultural education, risk-prevention and security in work)

- **WP 3 – (R1)** -months 2 – 13. **Design of a European Platform of Video Lessons** hosting videos accessible by teachers, students at any time and any place and through any device applying an approach of BYOD (Bring Your Own Device).
- **WP 4 – (R2)** - months 9 – 21. **Design of a Methodology and specifications for the design of the video lessons and set of digital tools and guidance on the digitalisation of the educational content to facilitate the learning process**.
- **WP 5 – (R3)-** months 13 – 24. **Design of a Training course for supporting teachers and educators to digital transformation through development of digital readiness, resilience, and capacity.**
- **WP 6 - Quality assurance** - throughout the project. (Monitoring and evaluating the quality of the activities and the results, Budget control and time management, Risk management, Accountancy and financial reports, management of unpredictable events and situations)
- **WP 7 – Acquisitions** - months 5 – 24. (Consumables, website, translation services, communication services used for preparatory actions etc. Legal assistance
- **WP 8 - Dissemination activities-** months 12 – 24 and after the project. (Coordination between the partners, implementation of activities to promote the project's results outside the partnership, evaluation of those activities according to the dissemination plan and its objectives; within the institutions involved in the project; in other institutions, public events; dissemination through mass-media, publications; dissemination through graphic materials; dissemination through online environment)
- **WP 9 - Transnational project meetings** – (months 1, 9, 21) 1. Kick-off meeting in December 2021 (Poland) 2. Second Transnational meeting in August 2022 (Bulgaria) 3. Final transnational meeting in August 2023 (Greece)
- **WP 10 - Multiplier events** – (months 22, 23) E1, E2, E3, E4, E5, E6 Events for sharing the results of the project in every participant country in the second year of the project's life cycle (Poland, Greece, North Macedonia, Cyprus, Bulgaria, Spain) - October 2023.
- **WP 11- Training event** -month 23. An LTTA for 2 participants from each organization of the Partnership after the completion of the third intellectual output in Cyprus, leading organisation CMS leader of IO3.
- **WP 12 - Exploitation plan and Sustainability** - months 22-24. (Discussion within the partnership and agreement on activities for exploitation of the project's results with specific emphasis on the sustainability of the project after its completion)

THE MAIN TARGET GROUPS OF THIS PROJECT

The aim of the project refers to two target groups, teachers, and students.
(1) supporting teachers and teaching professionals by providing digital resources that will help them in their everyday work
(2) support students with mix ability knowledge by developing their key competences and provides inclusion in the learning process.
The current project will focus to students learning mathematics in secondary education, especially 7 graders. The innovative environment solution and methods will be a basis for hosting more grade levels and more subjects.

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BASIC INDICATORS OF SUCCESS:

At Project Management Level:

- Schedule performance index (budgeted cost of work performed/budgeted cost of work scheduled)
- Cost performance index (budgeted cost of work performed/actual cost of work performed)
- Number of meetings carried out (target 3 transnational meetings)
- Number of outputs submitted on time (Target 100%)
- Number of budget revisions (target 0)
- Number of reallocation of responsibilities (target <10%)

At Project Quality and Impact Level:

- Number of visits to the project's website. (>2000)
- Reaction to Social Media communication.
- Interest and articles written by journalists about the project's results and course that will be developed.
- Interest generated by educational policy makers and their comments on this project.
- Number of views and downloads of the project's results in the project's website and content sharing platforms
- Statistics from the project newsletters (link clicks, opened newsletter, etc.) send out in the beginning, middle and end of the project
- Number of conferences/events where BYOD-Learning is disseminated/advertised through newsletters (>5)
- Number of information sessions for school staff to learn about the project (at least 4)
- Number of target group members that tried to contact the project partners through the main public communication channels (website's contact us form, social media, etc.)
- Number of links (partner's website and other) - >8
- Number of email where messages or newsletters are sent >800
- Questionnaires for the managers of the participant institutions regarding news skills developed by staff: capacity to work at European level and international projects;
- Online questionnaires regarding the impact of using our digital resources in terms of digital literacy regarding school education;
- Online questionnaires for teachers / school directly involved in educational activities in school using our methodology regarding the impact on students;
- Media coverage: number of specialist press articles, press, reports, press releases, interviews etc.

At Monitor and Evaluate performance Level:

- Number of interested members of the focus group (>1000)

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- Interest of the target groups (teachers, school decision makers, educational experts, etc.) to participate in the multiplier events. (>180, virtual events >180)
- Number of risks with high, medium, and low impact which the partners addressed (target <1-2).
- Number of risks the partners avoided through the implementation of preventive actions (target =100%).

OUT OF THIS PROJECT WE EXPECT THE FOLLOWING IMPACT / EUROPEAN ADDED VALUE ELEMENTS

Impact on participants, target groups, and relevant stakeholders (schools' decision makers, schools' principals, policy makers, national education authorities):

- development of competences that empower a rapid transition in a digitally supported
- distance/hybrid BYOD learning model;
- guidance on the processes that will enable key players to facilitate the digitalisation process of the educational content;
- increasement of the transition readiness to a digital distance/hybrid BYOD learning model;
- support in setting the procedures of preparing a school to maintain an adequate level of digital readiness, resilience and capacity;
- incorporated ICT-based methodologies for learning Math and providing more attractive education and training, implementing OER and digital tools.

Teachers as direct target group will have the following impact:
- improved competences in innovative and digital approach to teaching, facilitating the educational content;
- improved competences of addressing low achievement in mathematics through more effective teaching methods;
- improved assessment of the key-competences (mathematics and digital skills);
- increased level of digital competence, especially regarding access to and learning through digital Open Educational Resources (OER) with a new BYOD methodology, empowered to transfer part or the entire educational process in a digitally supported environment allowing them to implement distance/hybrid learning models.

Students as indirect target groups, that will be impacted:
- reduced disparities in learning outcomes affecting all learners, especially underachievers;
- improved 21st century skills, such as digital skills, critical thinking, cooperation, problem solving, innovative and analytical thinking;
- improved accessibility and access (One of the most inspiring digital transformation trends visible in education is the improved accessibility to school, lessons and even degree programs for students of all ages);
- personalized learning approaches (Offering adaptable solutions for students based on their own strengths and weaknesses, will result them absorb and retain critical information; personalization empowers students to move forward in their education);

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- Cloud-based learning opportunities offering students and teachers the chance to connect from virtually anywhere.

The main beneficiaries of the project will be school and educational organisations around Europe, and subsequently their students. The main objective of the project is to assist school principals and schools' decision makers to learn how to ensure their schools' transition readiness which is a widespread need that occurred as a result of the COVID-19 pandemic.

Impact of the project at the local, regional, national, European and/or international levels

The desired level of impact of the project in all levels is as follows:

1. Sharing an innovative approach to provide a multi-layer methodology by implicating international experts
2. Set a standard of the appropriate level of digital readiness through a multi-axes approach offered to schools as a methodology / guidelines
3. Share knowledge and valuable information in the appropriate way to empower the decision-making process in cases of schools transitioning to a digital distance/hybrid learning BYOD model
4. Increased quality of education and better achievements in mathematics by supporting mix ability classes outside the classroom through setting the ambition to reduce the number of underachieving pupils in the participating countries and beyond, in Europe.
5. Offer a space where target group members can get involve and exchange ideas related to the project's subject (European digital platform of Video Lessons, social media, e-twinning, project's website blog, etc.)
6. Provide a high-quality digital Math education for students and the long-term benefits of such an effort for each state's education and economic future
7. Creation of a supportive policy framework as a key foundation to successful Math education redesign and established a network of supporters and advocates who can help the policy makers integrate education policy agenda into current education policy and ongoing education reform activities.
8. Delivering a more strategic and integrated use of digital tools and (OER) by education, especially in problem solving and learning math.

THE FOLLOWING ACTIONS/ ELEMENTS OF THE DELIVERABLES ARE EXPECTED TO PROVIDE THE BASIS FOR SUSTAINABILITY, DISSEMINATION, EXPLOITATION

- European Platform of Video Lessons
- Training course for supporting teachers and educators to digital transformation
- Webpage of the project and the partners
- Material to be produced in the form of a Booklet, leaflets, newsletters, etc.
- Publications in various periodicals etc
- Seminars and other similar activities
- Multiplier events

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QUALITY STATEMENT

We all undertake to cooperate with all the partners, abide by the rules and regulations specified or to be agreed in the meetings or set by the funding authorities. Furthermore, we undertake to work promptly in order to produce outcomes of high quality and standards.

We undertake to promote the above Statement.

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