



BYOD-Learning

AT ANY TIME, AT ANY PLACE VIA ANY DEVICE

Result 3

TRAINING COURSE

FOR SUPPORTING TEACHERS AND EDUCATORS
TO DIGITAL TRANSFORMATION THROUGH DEVELOPMENT
OF DIGITAL READINESS, RESILIENCE AND CAPACITY
IN MATHEMATICAL EDUCATION



Co-funded by
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BYOD-Learning

AT ANY TIME, AT ANY PLACE VIA ANY DEVICE

BYOD-Learning: Learning at Any Time, at Any Place via any Device

Reference number: 2021-1-PL01-KA220-SCH-000034458

R3 Training course for supporting teachers and educators to digital transformation through development of digital readiness, resilience and capacity in mathematical education.

www.byod-learning.eu

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Contents

1.0 Introduction	4
2.0 BYOD – Learning Training Course Overview	5
3.0 Training Modules’ Outlines.....	6
3.1 Outline of Module 1: BYOD Methodology Understanding	6
3.2 Outline of Module 2: Understanding the operation of the e-Platform	7
3.3 Outline of Module 3: Development of BYOD Learning and Creativity (L&C) Plans	8
3.4 Outline of Module 4: Practical Activity: Develop your own Learning Video Using Artificial Intelligence Video Generator Tools	8
3.5 Outline of Module 5: Video Recording and Editing Techniques	9
3.6 Outline of Module 6: Interactive Elements and Engagement Strategies in Video Design	10
3.7 Outline of Module 7: Methods for Developing Video Learning	12
3.8 Outline of Module 8-9: Practical Activity: Development of Video Learning	13
3.9 Outline of Module 10: Education 4.0 - BYOD Learning as Part of the STEAME School of the Future	14
4.0 Training Module Learning Plan Template	16
5.0 Learning Plans of BYOD – Learning Training Course	19
5.1 Module 1: BYOD Methodology Understanding	19
5.2 Module 2: Understanding the operation of the e-Platform	22
5.3 Module 3: Development of BYOD Learning and Creativity (L&C) Plans	Error! Bookmark not defined.
5.4 Module 4: Practical Activity: Develop your own Learning Video Using Artificial Intelligence Video Generator Tools	30
5.5 Module 5: Video Recording and Editing Techniques	35
5.6 Module 6: Interactive Elements and Engagement Strategies in Video Design.....	38
5.7 Module 7: Methods for Developing Video Learning	43
5.8 Module 8-9: Practical Activity: Development of Video Learning	46
5.9 Module 10: Education 4.0 - BYOD Learning as Part of the STEAME School of the Future	50
6.0 Evaluation of the Training Course	56
6.1 Assessment Procedure and Data Collection	56
6.2 Findings.....	57
6.2.1 Content of the Training Event.....	57
6.2.2 Organization of the event	60
6.2.3 Comments (Open Questions)	62
6.3 LTTA Conclusions and Recommendations	62
The Future of BYOD - Learning	63
References	64
ANNEX	64

1.0 Introduction

During the 2019 Covid outbreak, European schools were forced to implement distance or hybrid learning models. This sudden change required fast decisions on digital tools and content digitization. Despite previous research on educational readiness for transitions, the quick pace caught many educators off guard, limiting their time to explore and choose the most suitable teaching methods.

With the BYOD (Bring Your Own Device) teaching approach, the integration of video materials and digital tools offers each student a personalized learning experience. This approach allows students to control their pacing, and choose their method of learning. The BYOD Learning Platform and Methodology cater to students with varying knowledge levels, encouraging the development of key competencies and promoting inclusivity in the learning process, thereby reducing disparities in learning outcomes, particularly among underachievers.

This booklet outlines a course design that underwent successful piloting and validation through a Learning, Teaching and Training Activity (LTTA - C1 training). Structured as a three-day program, the training course supported educators in acquiring competencies essential for implementing innovative teaching methods and video materials for math education. The course aimed to equip teachers with the knowledge and skills needed to implement the BYOD method and its main tools in their teaching practices. The training course resulted in a comprehensive assessment report, with recommendations for the continued improvement.

The training course is published to the project's website (<https://byod-learning.eu/byod-training-course/>) and successful completion is expected to empower teachers to apply BYOD methodology and enhance math education at the secondary level.

The document consists of five core chapters:

- 1) BYOD – Learning Training Course Overview
- 2) Training Modules' Outlines
- 3) Training Module Learning Plan Template
- 4) A set of Learning Plans of the BYOD – Learning Training Course
- 5) Evaluation of the Training Course

2.0 BYOD – Learning Training Course Overview

The BYOD Training Course was collaboratively designed by the consortium, considering the expertise of each partner involved. In the initial phase, a Learning Plan template was developed for the Methodology and Structure of the training course. This template served as a foundational guide for each module creator, enabling them to develop their teaching modules effectively. These comprehensive Learning Plans can be accessed in PDF format alongside the materials for each module within the online training course. The training course is published on the project website, under this space: <https://byod-learning.eu/byod-training-course/> . This structured approach ensures the course's quality and consistency while facilitating ease of access for participants.

In accordance with the suggested Methodology and Structure, the content for each Module was established through the collaborative efforts of the BYOD – Learning consortium members. The development process involved individual partner contributions as well as cooperative endeavors among partners. This cooperative approach ensured a diverse and comprehensive set of training materials.

To evaluate the effectiveness of the Training Course, a pilot program was conducted in Nicosia in September 2023. This valuable testing phase allowed the partnership to fine-tune the course content and delivery, ensuring that it met the objectives and needs of the project's target audience.

The Training Course is composed of a total of ten modules, each of which addresses specific aspects of video creation for educational purposes. These modules have been carefully structured and designed to offer a well-rounded and in-depth educational experience for participants, including teachers and educators.

Below are the titles of the ten modules within the BYOD Learning Training Course:

Module 1: BYOD Methodology Understanding

Module 2: Understanding the operation of the e-Platform

Module 3: Development of BYOD Learning and Creativity (L&C) Plans

Module 4: Practical Activity: Develop your own Learning Video Using Artificial Intelligence Video Generator Tools

Module 5: Video Recording and Editing Techniques

Module 6: Interactive Elements and Engagement Strategies in Video Design

Module 7: Methods for Developing Video Learning

Module 8-9: Practical Activity: Development of Video Learning

Module 10: Education 4.0 - BYOD Learning as Part of the STEAME School of the Future

3.0 Training Modules' Outlines

3.1 Outline of Module 1: BYOD Methodology Understanding

The purpose of this module is to provide training and education on the theoretical foundations of teaching with modern technologies and the creation of educational video materials. It aims to provide participants with a better understanding of distance learning, methods, and best practices in educational video material creation. It highlights the role of modern technology in teaching mathematics and the benefits of incorporating technology into the learning process. BYOD Methodology Understanding consists of:

- Motives for creating material for educational videos
- Rules for creating educational materials

Key points of this module regard:

1. Modern Technology in Teaching Mathematics
2. Benefits of Using Modern Technologies in Teaching Mathematics
3. Online Learning in Theoretical Terms
4. Characteristics of the e-Learning Concept
5. Generations of e-Learning
6. Rules for Creating Educational Materials
7. Video Creation Guidelines

The content also highlights the pivotal role of modern technology in enhancing the teaching of mathematics, emphasizing its numerous benefits, including improved problem-solving, pattern recognition, and the development of mathematical concepts and spatial imagination. The theoretical aspects of online learning are addressed, with a comprehensive definition of e-learning and its diverse forms. Additionally, this module outlines various characteristics and concepts associated with the digital education landscape, from computer-assisted instruction to blended learning. Furthermore, participants gain an understanding of the different generations of e-learning, reflecting its historical evolution and the impact it has had on education. Lastly, the guidelines for creating educational materials, particularly videos, are covered, offering insights into scriptwriting, maintaining viewer engagement, addressing the audience effectively, and the importance of viewer-oriented technical considerations.

The “BYOD Methodology Understanding” module serves as the foundation for understanding the use of modern technology in education, focusing on mathematics. It equips educators with the knowledge and tools needed to create engaging educational videos and implement the BYOD methodology effectively. This module encourages educators to consider their audience's needs and deliver high-quality educational content.

3.2 Outline of Module 2: Understanding the operation of the e-Platform

The module “Understanding the Operation of the e-Platform” focuses on the in-depth understanding and practical use of the e-Platform, the central component of the project. This European Platform of Video Lessons serves as the repository for educational videos, offering accessibility to teachers and students regardless of their location and choice of device, thus adhering to the Bring Your Own Device (BYOD) approach. The digital learning content on this platform centers on mathematics and aligns with the specific curricula in the partnership countries. The development of these materials involved educators and researchers from all partner organizations. Importantly, the module details the constraints for the material's commercial reuse, emphasizing that the resources will be made available under the Creative Commons Attribution-NonCommercial 4.0 International License. The module also provides insight into the design and development of the e-platform, primarily accomplished by Skybridge.

The use of the BYOD Platform is outlined, focusing on the registration process, viewing courses, and creating personalized courses for educators. The instructors are encouraged to become course creators using the Studio MOOC, allowing them to upload their teaching materials, providing students with access to these resources at their convenience.

Furthermore, the module sheds light on the critical functionalities of the platform, offering guidelines for course creators and steps for uploading content. To ensure a comprehensive understanding of the e-Platform, the module also discusses the importance of the licensing context, making it clear that the material should be non-commercial and non-derivative.

The module delves into course scheduling, context licensing, and course introductions, providing instructors with all the necessary tools and knowledge to create and manage effective courses. Moreover, the platform's capacity to accommodate a large number of participants, its support for microlearning, and the learner-centered training model are highlighted.

Lastly, the technical details of the Learning Platform, Open edX, used in the BYOD MOOC are discussed. This open-source platform is tailored for Massive Open Online Courses, offering features like interactive forums, support for various devices, adaptive video streaming, and intelligent learner-centric analytics.

The module concludes by addressing the communication functionality through bulk emails and the extensive pilot testing, emphasizing the secure management of user data and the ability to generate specific reports for monitoring and evaluation. In essence, Module 2 equips participants with the knowledge and practical skills necessary to effectively navigate and utilize the BYOD e-Platform.

3.3 Outline of Module 3: Development of BYOD Learning and Creativity (L&C) Plans

The third module of the BYOD – Learning Training Course, takes participants through the process of crafting BYOD Learning and Creativity (L&C) Plans, emphasizing a shift from traditional lesson plans to these innovative, student-centered alternatives. This module begins by establishing the distinction between a conventional lesson plan and a Learning & Creativity Plan. A lesson plan typically outlines a teacher's instructional strategy for a particular class, covering various details that cater to the subject, teacher's preferences, and student needs. In contrast, the Learning & Creativity Plan brings a new perspective, placing the focus on student learning and creativity, encouraging teachers to foster a dynamic and interactive learning environment.

The module introduces the concept of a uniform way of recording learning activities. This approach serves several purposes. First, it allows teachers to create their own repository of uniform plans, providing a quick reference when they need to refresh their memory. Second, it promotes plan exchange among teachers, facilitating collaboration and sharing of best practices.

As part of the BYOD project, a Learning & Creativity Plan template has been developed, which educators can effectively employ. The template consists of several key components: an overview of the plan, the BYOD framework it aligns with, defined objectives and methodologies, details on preparation and means, and an implementation strategy.

In summary, this module equips educators with the necessary tools and guidelines to create BYOD Learning and Creativity Plans, fostering an environment that values student learning and creativity while providing a structured framework for teaching that aligns with the project's goals and objectives.

3.4 Outline of Module 4: Practical Activity: Develop your own Learning Video Using Artificial Intelligence Video Generator Tools

Module 4 invites participants to explore the practical application of artificial intelligence (AI) in the development of learning videos, aligning with the BYOD project's focus on Learning and Creativity Plans. This module delves into the distinction between traditional Lesson Plans and Learning & Creativity Plans, emphasizing the value of incorporating multimedia elements to enhance the learning experience.

One of the main highlights of this module is the exploration of AI-driven video generation tools. Educators will learn how to leverage AI for creating engaging and informative videos. AI applications that convert text into scenes and videos provide an innovative way to craft educational content. Tools like InVideo are introduced as a means to facilitate this process.

The module guides participants through the practical use of AI in video creation. Educators will engage in hands-on activities, working together to create a short explanatory video on a

chosen math topic. They will learn how to utilize AI text generators to craft scripts, define scenes through text descriptions, and generate videos effortlessly. Importantly, these videos can be edited as needed to enhance the visual elements and overall quality.

In Activity 2, participants will use the Learning & Creativity Plan to integrate the video they created in Activity 1 into their learning activities. This practical exercise allows educators to see how AI-generated videos can be seamlessly incorporated into their teaching plans, fostering a more interactive and engaging learning experience.

In summary, this module aims to empower educators to explore the capabilities of AI in creating educational videos while emphasizing the alignment of these digital resources with Learning & Creativity Plans. This practical experience encourages educators to harness AI tools to enhance their teaching strategies and enrich the learning journey for students.

3.5 Outline of Module 5: Video Recording and Editing Techniques

Module 5 “Video Recording and Editing Techniques” is dedicated to the intricate art of video recording and editing techniques, equipping learners with the essential skills and knowledge needed to create high-quality video content for teaching. This comprehensive module covers various aspects of video production, from setting up the equipment to fine-tuning the final edit.

The module begins with an exploration of the necessary audio and video setup. Importantly, educators are reminded that professional-grade equipment is not a prerequisite for quality video production. In the digital age, most individuals possess a smartphone, which, when used judiciously, can deliver impressive results. The importance of a tripod for stable shooting is underscored, and the idea of using available resources, including multiple smartphones for better results, is introduced. The module emphasizes that innovation and creativity can go a long way in video recording, making high-quality production more accessible than ever.

Video format and resolution play a pivotal role in the video production process. The module dives into various format aspects, including traditional and panoramic formats and display resolutions like HD, Full HD, and 4K. The choice of format and resolution is integral to the visual appeal and effectiveness of the video. A modern approach is always recommended, especially since contemporary smartphones support Full HD resolution, which enhances the viewing experience.

The typical video structure is explored, helping educators understand the importance of the "hook" to engage viewers, a compelling introduction, the main content, and the credits to give proper attribution. Various types of educational videos are discussed, from simple text-only videos to more complex montages and quality video editing, offering educators a range of options to suit their objectives and resources.

Practical tips and recommendations for video recording and editing are abundant in this module. Keeping it simple with a smartphone and tripod is a key takeaway, demonstrating that

effective video production doesn't require elaborate setups. The importance of recording audio separately and preparing the environment and material before filming is highlighted. Preparing a complete script is encouraged, reinforcing the significance of meticulous planning.

Composition and framing techniques are covered extensively, distinguishing between composition (how constituents of an image interact) and framing (composing an image to draw focus to a subject). The module investigates various shot types (long, medium, close-up), points, lines, objects, symmetry, depth of field, and the use of positive and negative space. Rule of thirds, as a key aspect of visual composition, is explained to guide educators in creating visually appealing and engaging videos.

Lighting is a critical element in video production, and the module introduces the three-point lighting system. This system consists of a key light, fill light, and backlight, each serving a specific purpose in illuminating the subject effectively. The concept of keeping lighting simple and experimenting with natural and artificial light is encouraged. The module advises educators to be cautious about shadows, clothing, and the impact of windows on lighting.

Finally, the module introduces a range of tools for audio recording, screen recording, and video editing. Both proprietary and open-source options are presented, allowing educators to select tools that suit their preferences and resources. Tools like Audacity, Ardour, OBS Studio, Camtasia, and many others are introduced to empower educators to create and edit videos seamlessly.

Module 5 serves as an indispensable resource for educators aiming to elevate their video production skills, from equipment setup to post-production editing. It clarifies the art of video production, making it accessible and achievable for all educators eager to enhance their teaching materials through video content.

3.6 Outline of Module 6: Interactive Elements and Engagement Strategies in Video Design

Module 6 “Interactive Elements and Engagement Strategies in Video Design” delves into the world of interactive video design and engagement strategies for educational content. Interactive video is presented as a powerful tool that immerses learners in the learning experience, providing them with a sense of control and personalization. The key aspects covered in this module are:

- **Cross-Device Compatibility:** Interactive video is designed to work seamlessly across various devices and browsers, ensuring a consistent and engaging learning experience whether a learner is using a laptop, smartphone, or tablet.
- **Personalization:** Interactive video empowers users with decision-making abilities, allowing them to tailor their learning experience based on their role, staff level, or knowledge gaps. This personalization enhances learner engagement and choice.

- **Engagement:** The module emphasizes the need to captivate learners' attention by creating an immersive and engaging learning experience. Story-driven approaches, branching scenarios, and the collection of knowledge items throughout the video are suggested techniques to keep learners invested in the content.
- **Flexibility:** Video is described as a versatile learning modality that can be utilized as a standalone microlearning asset, integrated into a traditional classroom setting, or embedded within broader digital courses. Videos can serve various purposes, from providing mini-simulations to serving as performance support aids.

Several types of interactive features are discussed in the module such as:

- **Quizzes:** Quizzes are highlighted as an effective, manageable, and highly shareable form of interactive content. They make learning fun and encourage participants to share their results, driving engagement.
- **Calculators and Tools:** Interactive calculators and online tools are recommended for engaging the audience and generating leads. These tools are described as entertaining, useful, and flexible.
- **Interactive Infographics:** Infographics have been used for visualizing data and building links, and they are presented as a format with a low barrier to entry. Tools like Canva are suggested for creating appealing infographics quickly.
- **Image Sliders:** Image sliders are discussed as a way to compare multiple images effectively, increasing engagement and impact. They are ideal for presenting comparisons, such as "before and after" scenarios.
- **Games:** Games are presented as the ultimate format of interactive content, capable of generating engagement, earning press coverage, creating a buzz on social media, and collecting relevant user data. While games can be budget-intensive to develop, their potential to meet multiple goals with a single piece of content is highlighted.
- **Interactive Maps:** Interactive maps are recommended for visualizing locations or routes. Static maps can be limiting, so making maps interactive allows learners to consume content in a way that suits their preferences.

The module also touches on designing engaging interactive features and provides a list of best interactive video apps and websites to help educators and content creators explore the tools available for creating interactive videos. Finally, it concludes with a focus on evaluating the impact of interactive features, introducing evaluation criteria and suggesting various evaluation tools for assessment purposes.

3.7 Outline of Module 7: Methods for Developing Video Learning

Module 7 “Methods for Developing Video Learning” delves into the art and science of creating effective video-based learning content. In this digital age, learning from videos has become a ubiquitous and powerful educational tool, and this module aims to empower educators to harness the potential of video learning for the benefit of their students.

The module begins by exploring why learning from videos is a valuable educational approach. Videos are a versatile medium, catering to various learning styles. They combine visual and auditory elements, making it easier for learners to comprehend and retain information. Furthermore, videos offer engagement through animations, images, music, and narration, transforming the learning experience into an interactive and enjoyable journey. The flexibility of video learning, accessible from computers or mobile devices, liberates education from traditional classroom constraints, promoting convenience and accessibility.

An important focus of Module 7 is the principle of inclusivity in education. Videos can be equipped with features such as captions, transcripts, and descriptions to ensure that learning is accessible to all, including those with hearing or visual impairments. This commitment to equitable education is a central theme throughout the module.

Creating effective educational videos requires a structured approach. Educators are guided through essential steps to craft meaningful and engaging video content. These steps include establishing clear learning objectives, meticulous planning, scriptwriting, selecting a narrator with a compelling voice, incorporating relevant visuals, and maintaining consistency in style. The incorporation of storytelling, real-life examples, humor, and interactivity is emphasized to sustain viewer interest and enhance the learning experience. Real-world applications of mathematical concepts are demonstrated to elucidate their practical relevance.

The module further explores methods and techniques for creating math-specific video content. Strategies such as using visuals like diagrams and graphs, breaking down math problems into step-by-step solutions, and employing interactive math tools are highlighted. Additionally, fun elements like math games and puzzles, historical context, problem-solving challenges, clear explanations of math terminology and symbols, and opportunities for practice are presented as effective approaches to engaging students in mathematical learning.

Overall, Module 7 equips educators with the knowledge and skills to leverage video learning effectively, fostering engagement, inclusivity, and enhanced comprehension. The principles and methods outlined in this module aim to empower educators to create engaging and impactful video-based educational content, in order to use the BYOD platform effectively by ultimately enriching the learning experiences of their students.

3.8 Outline of Module 8-9: Practical Activity: Development of Video Learning

Modules 8 and 9 guide learners through a practical activity focused on developing video learning content, providing a hands-on experience to apply the knowledge and skills acquired in earlier modules. The objective is to prepare educators to create engaging and effective video lessons.

The module begins with preparing to create the best video. Key steps are outlined, ensuring that the video development process is well-organized and effective:

- Choose a Topic: Educators are encouraged to select a topic for their video content. The module provides a specific example, "Motion Word Problems," and highlights the importance of being mindful of licenses when using video assets.
- Structure and Visual Elements: A successful video begins with an impressive introduction, and the module suggests using engaging video clips. A lesson introduction is developed by recording a voiceover and incorporating relevant images. The main part of the video, the lesson itself, is created by recording a video from a PowerPoint presentation provided by the partner organization, Plovdiv University. Finally, a conclusion is crafted, which includes generating a QR code for exercises using a pre-made quiz.

The module offers a selection of tools for each stage of video development:

- Record Voice: A free online tool, (<https://online-voice-recorder.com/>), is recommended for recording voiceovers without the need for registration.
- Create Images: Tools like MS Paint, Canva, and Adobe Photoshop are suggested for image creation.
- Record Video: Microsoft PowerPoint is proposed as the software for video recording, with the prerequisite that video recording is only available in the desktop version.
- Generate QR Code: For creating QR codes for exercises, (<https://www.qr-code-generator.com>) is recommended, offering a free online tool without registration.
- Edit Video: OpenShot Video Editor is advised for video editing, providing a user-friendly and accessible platform.

These modules empower educators to take action, guiding them through the process of planning, creating, and editing video learning content. By providing practical examples and a range of recommended tools, educators can confidently get on board with their video creation journey, enhancing their teaching materials and engaging students more effectively through multimedia content.

3.9 Outline of Module 10: Education 4.0 - BYOD Learning as Part of the STEAME School of the Future

Module 10 “Education 4.0 – BYOD Learning as Part of the STEAME School of the Future” delves into the concept of Education 4.0, emphasizing the transformative potential of education in addressing various global challenges. It opens with a reminder that many of the world's problems can be mitigated through improved education, the advancement of democracy, ethical considerations, and the development of critical thinking and competencies. Education is positioned as the cornerstone of progress, enabling individuals to face issues like natural disasters, social inequities, and the demands of a rapidly changing world.

The module explores the emerging landscape of education by comparing the evolution of pedagogical approaches, from Education 2.0 to 4.0. Key concepts discussed include:

- Education 2.0: A traditional, teacher-centric model that relies on structured lesson plans.
- Education 3.0: Transitioning to a student-centered approach, where teachers become facilitators, and students actively engage in research and dialogue. Virtual Reality (VR) and technology become integral elements.
- Education 4.0: Placing co-creation and innovation at the center, fostering hybrid learning environments that are accessible anytime, anywhere. Learning extends beyond the school, and technology, including virtual reality and artificial intelligence, is freely available, fostering adaptability to change.

In addition to the above, four core components of Education 4.0 are identified:

1. Competencies Development: Facilitated through Inquiry-Based Learning (IBL), Project-Based Learning (PBL), Cooperative-Based Learning (CBL), internships, blended learning, and micro-credentials.
2. Learning Methods: Digital learning, particularly through Bring Your Own Device (BYOD).
3. Information and Communication Technologies: Incorporating technologies such as VR and AI.
4. Infrastructures, Learning Spaces, Learning Communities: Reimagining the physical spaces where learning occurs.

Education 4.0 particularly, introduces the concept of "Learning and Creativity Plans," emphasizing not only the acquisition of knowledge but also the cultivation of creativity. It's a vision of education that embraces flexibility, self-directed learning, and an integration of technology into the learning process.

The module goes further to describe architectural designs and animations for the "STEAME School of the Future," envisioning a dynamic, interactive, and collaborative learning environment. It outlines various spaces within the school, including labs, satellite labs, learning

stations, and administrative areas. The school of the future is envisioned as a place of innovation, co-creation, and adaptability.

Strategic actions are proposed for changing current learning structures from Education 2.0 to Education 4.0, including securing digital learning through teacher-created videos, training and supporting teachers in cooperative project-based learning (PB Learning & Creativity plans), and reimagining learning infrastructures with more open spaces for collaborative work.

The module concludes by emphasizing the role of Erasmus+ European projects in producing innovations in education and building a critical mass of STEAME (Science, Technology, Engineering, Arts, Mathematics, and Entrepreneurship) teachers across Europe. Education 4.0 is presented as a way to prepare students for a rapidly evolving world, ensuring they have the competencies and skills needed to thrive and adapt to change.



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Training course for supporting teachers and educators to digital transformation through the development of digital readiness, resilience and capacity, using the BYOD method

Module Number and Area/ Topic:

Module Owners:

Introduction and Broad Description of the Context and Goal of the area/ topic addressed:

Learning Objectives and Learning Outcomes: With the completion of this module the trainees will be able to

1....

2...

3....

Content and Resources (providing information on the various constituents/ dimensions of the topic under consideration):

Methodology and approaches for the module training presentation:

.....

Instruments/ Tools/ Supporting Material/ Resources to be used:

.....

(list of files, web links, videos, PPT.... use file names inserting the Module number)

Pedagogical/Learning Sequencing and Activities Plan:

PART 1	Introductory Activities (creation of interest, reference to real value issues, relation to background experiences, etc.)
Learning Objectives	
Learning Outcomes	
Competences	
Content, Resources and Tools	
Activities	
Estimated Time	

PART 2	Development Activities
Learning Objectives	
Learning Outcomes	
Competences	
Content, Resources and Tools	
Activities	
Estimated Time	

(add more Activity sections as needed)

PART 3	Practicing Activities (hands-on activity)
Learning Objectives	
Learning Outcomes	
Competences	
Content, Resources and Tools	
Activities	
Estimated Time	

PART 4	Evaluation of Learning Outcomes
Learning Objectives	
Learning Outcomes	
Competences	
Content, Resources and Tools	
Activities	
Estimated Time	

Reflection and Closure activity:

5.0 Learning Plans of BYOD – Learning Training Course

5.1 Module 1: BYOD Methodology Understanding



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Training course for supporting teachers and educators to digital transformation through the development of digital readiness, resilience and capacity, using the BYOD method

Module 1/ Topic: BYOD Methodology understanding

Module Owners: University of the National Education Commission, Krakow, University of Plovdiv

Introduction and Broad Description of the Context and Goal of the area/ topic addressed:

The issues covered in Module 1 focus on the theoretical foundations of teaching with the use of modern technologies, motives for creating educational materials videos and rules for creating educational materials. The effect of training in Module 1 will be a better knowledge of the basics of distance learning as well as methods and good practices necessary in creating educational video materials.

Learning Objectives and Learning Outcomes: With the completion of this module the trainees will be able to

1. know the types of teaching using modern technologies
2. understand the idea of creating educational video materials in the BYOD method
3. know the principles and good practices used in the creation of educational video materials

Content and Resources (providing information on the various constituents/ dimensions of the topic under consideration): training includes multimedia presentations on issues related to creating shows and communication with listeners and other group members. Additionally, there are materials for individual and group exercises.

Methodology and approaches for the module training presentation: The training is divided into three parts. In the first stage, participants will watch presentations that aim to introduce and develop the knowledge and skills of creating educational video materials and their presentation, with an emphasis on issues related to communication in the group. The trainer, using the MS Power Point program, in practice, will explain the rules regarding the basics of creating materials and will also indicate some useful elements and inspiring ideas. The second part consists of workshops that practice the practical skills necessary to prepare videos. In the third part, participants will be able to evaluate the activities and try to answer where and how they will be able to apply the acquired skills.

Instruments/ Tools/ Supporting Material/ Resources to be used:

BYOD C1 MODULE 1 example video.avi

BYOD C1 MODULE 1 training.ppt

BYOD C1 MODULE 1 handout1.pdf

BYOD C1 MODULE 1 handout2.pdf

BYOD C1 MODULE 1 survey

Pedagogical/Learning Sequencing and Activities Plan:

PART 1	Introductory Activities (creation of interest, reference to real value issues, relation to background experiences, etc.)
Learning Objectives	Ice-breaking activity to encourage trainees to take an active part in the training by presenting a short educational video material as a result of the project's activities so far.
Learning Outcomes	The activity promotes the awareness of the necessary changes in education, caused by the changing conditions of the environment in which students function, their expectations and possibilities.
Competences	reflection and awareness, engagement and participation
Content, Resources and Tools	BYOD C1 MODULE 1 example video. avi
Activities	Listening, watching video
Estimated Time	5 min

PART 2	Development Activities
Learning Objectives	Trainees will learn the theoretical framework for creating educational video materials, with particular emphasis on the idea of BYOD Method. In addition, the trainer will indicate a number of rules and good practices necessary to work on materials.
Learning Outcomes	Participants will know what are the principles of creating educational video materials, will know and be able to apply in practice the principles of creating attractive video educational materials.
Competences	Knowledge and understanding, critical thinking, interdisciplinary connections, creativity, innovation.
Content, Resources and Tools	BYOD C1 MODULE 1 training.ppt
Activities	The trainer will present the theoretical content necessary to understand and create educational materials. Participants will listen and take notes.
Estimated Time	60 min

PART 3	Practicing Activities (hands-on activity)
Learning Objectives	Through the exercises prepared by the trainer, trainees will use the theoretical knowledge acquired in the previous part of the training to plan work on creating educational video materials by choosing the goal and methods.
Learning Outcomes	Trainees will gain basic practical skills in the selection of components necessary to create educational video materials in the BYOD Method.
Competences	Knowledge and understanding, critical thinking and analysis, self-assessment and reflection
Content, Resources and Tools	BYOD C1 MODULE 1 handout1.pdf BYOD C1 MODULE 1 handout2.pdf
Activities	Trainees will perform exercises prepared by the trainer.
Estimated Time	20 min

PART 4	Evaluation of Learning Outcomes
Learning Objectives	At this stage trainees will measure the impact they had from the module.
Learning Outcomes	Self-reflection and measure attitude and beliefs
Competences	Analytical and critical thinking, self-reflection, self-evaluation
Content, Resources and Tools	BYOD C1 MODULE 1 survey
Activities	The trainees will fill out a survey regarding the content provided by the trainer and reflections, conclusions, suggestions, ideas that emerged during the training
Estimated Time	5 min

Reflection and Closure activity:

A short round in which each of the participants will be able to define in one sentence what, in their opinion, is the most important in the effective design of educational video materials.

5.2 Module 2: Understanding the operation of the e-Platform



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Training course for supporting teachers and educators to digital transformation through the development of digital readiness, resilience and capacity, using the BYOD method

Module Number and Area/ Topic: Module 2: Understanding the operation of the E-Platform

Module Owners: Skybridge

Introduction and Broad Description of the Context and Goal of the area/ topic addressed:

This module European reviews the Platform of Video Lessons accessible by teachers, students at any time and any place and through any device applying an approach of BYOD (Bring Your Own Device). The platform status as well as its structure, outline, functionalities and use are examined in this module. Moreover, guidelines are provided on creating a course on the BYOD Platform via the Studio.

Learning Objectives and Learning Outcomes: With the completion of this module the trainees will be able to:

1. Register, sign in the Platform. Set an account. Enrol in courses and navigate them.
2. Become a course creator.
3. Structure and upload of a course on the BYOD platform via the Studio.
4. Understand in depth the platform capacities and what it offers.

Content and Resources (providing information on the various constituents/ dimensions of the topic under consideration):

Introducing the platform's purpose and compatibility with various devices. Security measures and onboarding procedures are outlined. Relevant guidelines fostering a clear understanding of platform usage are highlighted.

Methodology and approaches for the module training presentation:

The teaching strategy comprises using a PowerPoint (PPT) presentation that is enhanced with interactive linkages to various tools, encouraging active participation from the audience. To further pique the trainees' interest, the PPT combines educational text with captivating visuals and is supplemented by video connections. The video presentations will be followed by facilitated discussions.

Instruments/ Tools/ Supporting Material/ Resources to be used:

- PPT with incorporated links
- Video presentation
- All of the above are saved in the same digital folder named: Module 2: Understanding the operation of the E-Platform
- <https://open.edx.org/>
- <https://docs.edx.org/openedx.html>
- <https://edx.readthedocs.io/projects/edx-installing-configuring-and-running/en/latest/index.html>
- <https://edx.readthedocs.io/projects/open-edx-building-and-running-a-course/en/named-release-cypress/index.html>
- <https://edx.readthedocs.io/projects/edx-developer-guide/en/latest/index.html>
- <https://bigbluebutton.org/>

Pedagogical/Learning Sequencing and Activities Plan:

PART 1	Introductory Activities (creation of interest, reference to real value issues, relation to background experiences, etc.)
Learning Objectives	Participants are asked to register on the platform while presenting it so that they can practice what they are introduced to and have the opportunity to ask questions to the presenter in any issues arise.
Learning Outcomes	Proficiency in platform registration and navigation during live presentations. Enhanced ability to engage with presenters by asking questions in real-time. Improved practical application of introduced concepts during presentations.
Competences	Digital literacy and platform proficiency. Effective communication and active participation skills. Practical application of knowledge in real-world scenarios.
Content, Resources and Tools	Link: https://platform.byod-learning.eu
Activities	Participants are asked to access the platform link provided during the presentation and register if they agree.
Estimated Time	90 minutes

5.3 Module 3: Development of BYOD Learning and Creativity (L&C) Plans



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Module Number and Area/ Topic: Module 3 – Development of BYOD Learning & Creativity Plans

Module Owners: DOUKAS School

Introduction and Broad Description of the Context and Goal of the area/ topic addressed:

This module describes the process of designing, developing, and recording a learning and creativity (L&C) plan using the BYOD L&C Plan template. An analysis of the different sections of the L&C plan and the aspect of the L&C lesson they refer to. The module focuses on setting the learning objectives, deciding on the learning methodologies, identifying the resources and means needed for the implementation of the L&C plan, and describing the learning activities.

Learning Objectives and Learning Outcomes: With the completion of this module the trainees will be able to

1. Understand the various aspects of a L&C plan (learning objectives, learning methodologies, resources and means, activity descriptions, etc.)
2. Develop all aspects of an L&C plan.
3. Record the learning and creativity activities using the BYOD L&C Template

Content and Resources (providing information on the various constituents/ dimensions of the topic under consideration):

BYOD L&C Plan template (file [here](#))

Methodology and approaches for the module training presentation:

The instructional method involves utilizing a PowerPoint (PPT) presentation to guide the training process by presenting the information in a visually attractive way and providing access to the main resource of the module, the BYOD Learning and Creativity plan template. The module includes a team activity, that enables participants to put in practice what they learned, and in parallel function as a mean of evaluating the extent to which the training objectives have been achieved, through the interaction of the presenter with the teams.

Instruments/ Tools/ Supporting Material/ Resources to be used:

- PPT
- Links

Pedagogical/Learning Sequencing and Activities Plan:

PART 1	Introductory Activities (creation of interest, reference to real value issues, relation to background experiences, etc.)
Learning Objectives	To spark participants' interest through promoting the add-on value of being able to record a learning and creativity activity in the form of a plan focusing on the sharing possibilities through a community of teachers (starting at an own school level). To motivate them in being actively engaged in the presentation and team activity to follow.
Learning Outcomes	- To identify the importance of recording a learning and creativity plan - To be able to comprehend the value of the sharing L&C plans among peers
Competences	Critical thinking, collaboration and sharing, communication, engagement and participation
Content, Resources and Tools	Module PPT Similar L&C plan repositories (STEAME , STETAME-HYBRID , etc.).
Activities	Participation through answering questions during the presentations. Indicative questions: - How often do you record the learning activities you implement? - When was the last time you shared a learning activity with one of your colleagues? Was that done in the most effective way?
Estimated Time	10 minutes

PART 2	A.Development Activities
Learning Objectives	Trainees are introduced to the concept of a learning and creativity plan and the main difference with the lesson plan which they are trained to use in their pedagogical practice and/or studies.
Learning Outcomes	<ul style="list-style-type: none"> - To understand the concept of a learning and creativity plan - To identify the main differences between a learning and creativity plan and a lesson plan
Competences	cognitive skills (analytical and evaluative), communication skills (by engaging in discussion)
Content, Resources and Tools	Module presentation
Activities	Trainees are presented with the concept of a learning and creativity plan its differences with a lesson plan both in practice and in theory (transition from teaching to learning, etc.).
Estimated Time	10 minutes

PART 2	B.Development Activities
Learning Objectives	The trainees are introduced to the BYOD Learning and Creativity template and focus on its different sections. They are presented with an in-depth analysis of the different sections which relate to main aspects of the L&C Plan (BYOD framework, Objectives and Methodologies, Preparations and Means, Implementation).
Learning Outcomes	<ul style="list-style-type: none"> - To get acquainted with the L&C Plan template - To comprehend in-depth all aspects (sections) of an L&C plan
Competences	Knowledge and understanding, critical thinking
Content, Resources and Tools	Module presentation BYOD L&C Plan template (file here)
Activities	Trainees are presented with the BYOD L&C Plan template, and through its sections, they address the main aspects of a learning and creativity plan (Overview, BYOD framework, Objectives and Methodologies, Preparations and Means, Implementation). Each aspect is analysed and followed by an example of a BYOD Learning & Creativity plan.
Estimated Time	20 minutes

PART 3	C.Development & Practicing Activities
Learning Objectives	Familiarise trainees with the process of developing their own BYOD Learning & Creativity plan and to record a set of learning activities that are able to support the achievement of the set objectives through the engagement in a team activity assigned with the task of developing a BYOD L&C Plan.
Learning Outcomes	<ul style="list-style-type: none"> - to be able to develop a Learning & Creativity plan - to be able to describe a set of learning activities - to be able to design a set of learning activities to achieve the set learning objectives
Competences	Knowledge and understanding, critical thinking and analysis, creativity, communication, collaboration
Content, Resources and Tools	PowerPoint module presentation BYOD L&C Plan template
Activities	Trainees are divided in teams of 3-4 and are assigned with the task of designing and recording a learning and creativity plan using the BYOD L&C Plan template. Following their collaboration, they present their work (in progress due to time limitation most probably) to the whole group of trainees.
Estimated Time	20 minutes

PART 4	Evaluation of Learning Outcomes
Learning Objectives	The trainees, following the evaluation of the trainer of the achievement of the training objectives of the module, occurred through his/her interaction with trainees during their engagement with the module activity (Part 3 – C.), will engage in discussion with the trainer related to the part of the module that the evaluation has identified, to support their better understanding and comprehension.
Learning Outcomes	- To reflect on specific parts of the module that have arose from the evaluation by the trainer
Competences	Analytical and critical thinking, self-reflection, self-evaluation
Content, Resources and Tools	Possible use of the outcomes of the module activity (L&C Plans).
Activities	Open discussion through the guidance of the trainer, focused on any aspects that need a revision to achieve a more solid comprehension,

	based on the observations of the trainer while watching and interacting with the trainees during their engagement with the module activity.
Estimated Time	15 min

Reflection and Closure activity:

PART 5	Reflection and Closure Activity
Learning Objectives	This last part aims to support trainees to reflect on what they learned and what they achieved through their engagement in the activity in relation to better comprehending what they learned through putting it in practice.
Learning Outcomes	<ul style="list-style-type: none"> - To identify and reflect on the knowledge gained - To identify and reflect on the skills/competences acquired through the activity
Competences	Critical thinking, communication, creative thinking
Content, Resources and Tools	Module presentation
Activities	Reflection through discussion on the knowledge that was gained by participants (LP and L&C plan difference, L&C Plan section analysis, etc.) as well as what was achieved through putting the knowledge gained in practice during the implementation of the training module activity.
Estimated Time	10 minutes

5.4 Module 4: Practical Activity: Develop your own Learning Video Using Artificial Intelligence Video Generator Tools



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Module Number and Area/ Topic: Module 4 – Practical Activity: Develop your own learning video using AI video generator Tools

Module Owners: DOUKAS

Introduction and Broad Description of the Context and Goal of the area/ topic addressed:

This module will introduce trainees to the process of creating a learning video utilizing artificial intelligence online applications. The trainees will gain experience and understanding in the phases of this process and more specifically, the utilization of AI to develop a scenario, the scenario to scenes phases, the scenes to video, the video editing and finally the video rendering and extraction.

Learning Objectives and Learning Outcomes: With the completion of this module the trainees will be able to

4. Understand the concept of utilizing AI to generate video.
5. Utilize online AI applications to generate learning videos.
6. Identify the cases where the use of AI video generators is more effective without impacting the quality of the learning video

Content and Resources (providing information on the various constituents/ dimensions of the topic under consideration):

Online AI video generator (<https://www.invideo.io/>)

Methodology and approaches for the module training presentation:

The instructional method involves utilizing a PowerPoint (PPT) presentation to guide the training process by presenting the information in a visually attractive way and providing access to the main resource of the module, such as the online AI tool. Following the PowerPoint presentation, the presenter will continue instructed through presenting the online AI video generation tool. The instructional part of the module is followed by a hands-on team activity.

Instruments/ Tools/ Supporting Material/ Resources to be used:

- PPT
- Online AI video generator tool
- One PC/laptop per team of trainees (activity phase)

Pedagogical/Learning Sequencing and Activities Plan:

PART 1	Introductory Activities (creation of interest, reference to real value issues, relation to background experiences, etc.)
Learning Objectives	To motivate trainees and enable them to identify the benefits (e.g., time saving, more effective, etc) of utilizing AI video generators to support the development of learning videos for students and to familiarise them with the process of developing a learning video using an AI video generation tool.
Learning Outcomes	- To gain motivation towards developing learning videos utilizing AI video generation tools - To identify the value of using AI video generation tools
Competences	Critical thinking, engagement and participation
Content, Resources and Tools	Module PPT
Activities	Participation through answering questions during the presentations. Indicative questions: - How often do you use AI in your everyday life? - Could you use AI to create a learning video

	- What do you think are the phases of creating a learning video and where and how could this process be assisted by AI?
Estimated Time	10 minutes

PART 2	A.Development Activities
Learning Objectives	Trainees are introduced, in more detail, to the phases of creating a learning video using an online AI video generation tool and are familiarised with an online AI video generation tool.
Learning Outcomes	<ul style="list-style-type: none"> - To understand the different phases of creating a video using AI video generation tools. - To familiarise themselves with the environment of an AI video generation tool.
Competences	cognitive skills (analytical and evaluative), critical thinking
Content, Resources and Tools	Module presentation AI video generation tool (https://invideo.io/)
Activities	Trainees are presented with the phases of creating a video utilizing AI video generation tool and more specifically the idea to script, the script to scenes, the scenes to video, the video editing, and the video rendering. They will also be presented with the online tool to be used for this module (InVideo) to familiarize themselves with its features. They will be engaged, through interacting with the presentor, in developing one example learning video, to experience in practice the process of development and to prepare them for the activity phase.
Estimated Time	35 minutes

PART 3	C.Development & Practicing Activities
Learning Objectives	Gain hands-on experience, through working in team, in creating and developing a video lesson utilizing AI video generation online tools. The activity aims to improve the comprehension of the development process and the competence of the trainee to achieve in doing so (developing a learning video).
Learning Outcomes	<ul style="list-style-type: none"> - to be able to use the online AI video generation tool - to be able to develop a learning video using the AI video generation tool

	- to be able to customize and edit their AI generated video
Competences	Knowledge and understanding, critical thinking and analysis, creativity, collaboration
Content, Resources and Tools	InVideo online AI generation tool
Activities	Trainees are divided in teams of 3-4 and are assigned with the task of designing and developing their own learning video, utilizing an AI video generation tool. They are asked to choose a subject, create the AI scenario, turn the scenario into scene ideas, create the scene ideas into video, edit the video, render and export it, and finally presented to the whole training class.
Estimated Time	30 minutes

PART 4	Evaluation of Learning Outcomes
Learning Objectives	Trainees will be able to actively participate in the evaluation of the achievement of the set training objectives of the module, by interacting with the presenter during the activity phase of the module. Their interaction will provide the presenter with a clear perspective on whether the training objectives have been achieved or not.
Learning Outcomes	<ul style="list-style-type: none"> - to evaluate the extent to which the training objectives have been met - to identify possible aspects of the module that need revision
Competences	Analytical and critical thinking, self-reflection, self-evaluation
Content, Resources and Tools	Open-discussion and interaction
Activities	Open discussion and interaction, guided by the trainer, during the engagement of trainees with the activity of the module, to allow for the evaluation of the achievement of the training objectives as well as indicate aspects of the module that may need further revision/reflection.
Estimated Time	15 min

Reflection and Closure activity:

PART 5	Reflection and Closure Activity
Learning Objectives	This last part aims to support trainees to reflect on what they learned and what they achieved through their engagement in the activity allowing them to put in practice the knowledge and skills they have developed.
Learning Outcomes	<ul style="list-style-type: none">- To identify and reflect on the knowledge gained- To identify and reflect on the skills/competences acquired through the activity
Competences	Critical thinking, communication, creative thinking
Content, Resources and Tools	Module presentation
Activities	Reflection through discussion on the knowledge that was gained by participants (AI video generation process, AI video generation phases, use of an online video generation tool to create a learning video, etc.) as well as what was achieved through putting the knowledge gained in practice during the implementation of the training module activity.
Estimated Time	10 minutes



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Module Number and Area/ Topic: Module 5 - Video Recording and Editing Techniques

Module Owners: IES Arcebispo Xelmírez II

Introduction and Broad Description of the Context and Goal of the area/ topic addressed:

This module is devoted to know and control the main available tools for developing video learning. We are presenting tools for audio and video recording, screen recording and audio and video editing. The main goal of the area is to present the tools, to propose activities related with them and to give to the participants a good understanding of them in order to qualify them for creating their videos.

Learning Objectives and Learning Outcomes: With the completion of this module the trainees will be able to:

1. Prepare an equipment set needed for video recording and editing.
2. Select the proper lightning for a good video recording.
3. Know the main concepts about framing, compositing and shooting in photography and cinematography.
4. Record audio and video with an amateur camera or with the smartphone.
5. Record the screen of the computer with a suitable program.
6. Edit an audio track, carrying out some usual transformations (merging, splitting, volume changing, noise reduction, etc).
7. Edit and render a video, carrying out some usual tasks (basic editing, adding transitions, adding text and graphics, adding effects, etc).

Content and Resources (providing information on the various constituents/ dimensions of the topic under consideration):

Training includes multimedia presentations, examples and material for individual exercises, both during the course and after it.

Methodology and approaches for the module training presentation:

The presentation of the module consists of a theoretical exposition of the basic concepts interspersed with demonstrations using the usual programs. The basic concepts of equipment, framing, compositing and lightning will be also complemented with practical advises and visual examples of their application. Additionally, screen recording, audio editing, and video editing demonstrations will be conducted using open source programs. To conclude, the raised questions of the participants will be addressed.

Instruments/ Tools/ Supporting Material/ Resources to be used:

- Presentation file with slides for the theoretical part.
- Sample images and videos.
- Open-source programs for audio recording and editing (audacity), screen recording (OBS Studio) and video editing (kdenlive).

Pedagogical/Learning Sequencing and Activities Plan:

PART 1	Introductory Activities (creation of interest, reference to real value issues, relation to background experiences, etc.)
Learning Objectives	Projection of making-of video showing the used tools and the process of creation of an educational video.
Learning Outcomes	The activity provides an overview of the creation process of an educational video and the necessary tools. Also, it focuses on the topic before the theoretical explanation.
Competences	Reflection and awareness, engagement and participation
Content, Resources and Tools	Making-of video
Activities	Listening and watching video
Estimated Time	10 min

PART 2	Development Activities
Learning Objectives	Trainees will know the main available tools for creating educational video materials. In addition, the trainer will present the theoretical framework to do appealing videos (equipment, framing, compositing, lightning and shooting) .
Learning Outcomes	Participants will be able to choose a proper equipment for recording audio an video. They will also know what are the basic principles of framing, compositing, lightning and shooting.

PART 3	Practicing Activities (hands-on activity)
Learning Objectives	Trainees will use the theoretical knowledge acquired and the shown examples in the previous part on creating educational video materials by choosing the goal and methods.
Learning Outcomes	Trainees will gain basic practical skills in the use of recording and editing audio and video in order to create educational videos.
Competences	Analytical and critical thinking, self-reflection, designing and developing, self-evaluation.
Content, Resources and Tools	Hands-on exercises file
Activities	Trainees will perform exercises prepared by the trainer focused on screen and audio recording and audio and video editing.
Estimated Time	15 min during the course Exercises for 4 hours after the course.
Competences	Knowledge and understanding, critical thinking, interdisciplinary connections, creativity, innovation.
Content, Resources and Tools	Slides for module 5&6
Activities	The trainer will present the theoretical content and will show some examples of use of different tools (screen recording, audio editing and video editing). Participants will listen and take notes.
Estimated Time	60 min

PART 4	Evaluation of Learning Outcomes
Learning Objectives	At this stage trainees will measure the impact they had from the module.
Learning Outcomes	Self-reflection and measure attitude and beliefs
Competences	Analytical and critical thinking, self-reflection, self-evaluation
Content, Resources and Tools	Online survey
Activities	The trainees will fill out a survey regarding the content provided by the trainer and reflections, conclusions, suggestions, ideas that emerged during the training
Estimated Time	5 min

Reflection and Closure activity:

A short round in which each of the participants will point one new aspect or knowledge acquired during the session.

5.6 Module 6: Interactive Elements and Engagement Strategies in Video Design



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Module Number and Area/ Topic: *Module 6 - Interactive Elements and Engagement Strategies in Video Design*

Module Owners: AMETA

Introduction and Broad Description of the Context and Goal of the area/ topic addressed:

This module presents different techniques and methods of adding interactive elements to the educational videos. The purpose is to enable the teachers to create video contents that will be engaging and will increase their motivation to learn

Learning Objectives and Learning Outcomes: With the completion of this module the trainees will be able to:

1. learn about different interactive elements that can be added to the design of educational videos.
2. be able to use techniques and methods to create interactive educational content.
3. be able to use strategies to enhance the motivation and engagement of the trainees for learning through video lessons.

Content and Resources (providing information on the various constituents/ dimensions of the topic under consideration):

1. PowerPoint presentation
2. video presentation
3. reading material
4. hands-on activities

Methodology and approaches for the module training presentation:

The methodology of this Module involves 5 parts. In the first part of the module there are discussion and brainstorming activities about the importance of the interactive elements in videos. Through a presentation the trainees will be shown different elements and strategies for creating engaging content, as well as practical examples. In the third and fourth part they will design their own interactive content using video editing software. Finally, they will evaluate their designs and reflect on the usefulness of the added questions, links, simulations, etc. in their own creations.

Instruments/ Tools/ Supporting Material/ Resources to be used:

MODULE 6 Powerpoint presentation

- <https://www.techsmith.com/blog/make-course-videos-interactive-and-accessible/>
- <https://www.common sense.org/education/lists/best-interactive-video-apps-and-websites>
- <https://filmora.wondershare.com/video-marketing/interactive-video.html>
- How To Create an Interactive Video On YouTube (in 2023)
<https://www.youtube.com/watch?v=mQcpXJKPRbQ>

MODULE 6 videos

- **How to add sound and questions in EDpuzzle?**
https://www.youtube.com/watch?v=F95ZDKH1_ro
- **How to Make Interactive Videos in Nearpod**
<https://www.youtube.com/watch?v=wsF9u1B0bU>
- **Invideo Tutorial For Beginners | Best Online Video Editor 2023**
<https://www.youtube.com/watch?v=qv-PCwEFHmg>

MODULE 6 questionnaire

Pedagogical/Learning Sequencing and Activities Plan:

PART 1	Introductory Activities (creation of interest, reference to real value issues, relation to background experiences, etc.)
Learning Objectives	to get introduced to the concept of interactive features in educational videos
Learning Outcomes	the trainees will learn the importance of the concept of interactivity, what elements can be used to increase engagement, and become aware of the benefits of the interactive features
Competences	<ul style="list-style-type: none">• reflection• awareness• engagement

Content, Resources and Tools	<p><i>Introduction to Interactive Features in Educational Videos</i></p> <p><i>Objective: Introduce trainees to the concept of interactive features in educational videos</i></p> <ul style="list-style-type: none"> • video • ppt
Activities	<ol style="list-style-type: none"> 1. Show examples of educational videos that incorporate interactive features. 2. Discuss the benefits of using interactive features in educational videos. 3. Brainstorm ideas for different types of interactive features that can be used.
Estimated Time	30 min

PART 2	Development Activities
Learning Objectives	to get familiarized with various interactive features that can be used in educational videos
Learning Outcomes	the outcomes of the activity involves knowing different types and elements that are considered interactive
Competences	<ul style="list-style-type: none"> • collaboration • sharing • creativity • expression
Content, Resources and Tools	<p><i>Types of Interactive Features</i></p> <p><i>Objective: Familiarize trainees with various interactive features that can be used in educational videos</i></p> <ul style="list-style-type: none"> • ppt • video • hands-on
Activities	<ol style="list-style-type: none"> 1. Present a list of common interactive features such as quizzes, clickable hotspots, annotations, and branching scenarios. 2. Provide examples and demonstrations of each interactive feature. 3. Have trainees work in pairs or small groups to create their own interactive feature for a specific educational video topic
Estimated Time	30 min

PART 3	Practicing Activities (hands-on activity)
Learning Objectives	to learn to design interactive features that enhance engagement in educational videos
Learning Outcomes	they will be able to compare different interactive features, know the principles of effective design (clarity, simplicity, relevance)
Competences	<ul style="list-style-type: none"> ● critical thinking ● sharing ● cooperation ● expression
Content, Resources and Tools	<p><i>Designing Engaging Interactive Features</i></p> <p><i>Objective: Teach trainees how to design interactive features that enhance engagement in educational videos</i></p> <ul style="list-style-type: none"> ● ppt ● video ● video design software https://studio.invideo.io
Activities	<ol style="list-style-type: none"> 1. Discuss the principles of effective design for interactive features, including clarity, simplicity, and relevance. 2. Analyze and critique examples of educational videos with interactive features. 3. In groups, have trainees storyboard and design interactive features for a given educational video topic.
Estimated Time	45 min.

PART 4	Practicing Activities (hands-on activity)
Learning Objectives	to get familiar to the process of implementing interactive features in videos
Learning Outcomes	know how interactive elements can be inserted in existing videos though a free software
Competences	<ul style="list-style-type: none"> ● creativity ● critical thinking ● collaboration ● expression
Content, Resources and Tools	<p><i>Implementing Interactive Features in Educational Videos</i></p> <p><i>Objective: Guide trainees in the process of implementing interactive features in their own educational videos</i></p> <ul style="list-style-type: none"> ● ppt ● link https://studio.invideo.io

Activities	<ol style="list-style-type: none"> 1. Provide step-by-step instructions on how to integrate interactive features into video editing software. 2. Have trainees work individually or in pairs to create their own educational videos with interactive features. 3. Encourage trainees to give and receive feedback on their videos, focusing on the effectiveness of the interactive features.
Estimated Time	90 min.

PART 5	Evaluation of Learning Outcomes
Learning Objectives	to have a clear understanding of the impact of interactive features in the learning experience through videos, to know how to evaluate the quality and benefits of them
Learning Outcomes	having knowledge to assess the impact of the interactive elements in a video, having understanding of the importance of evaluation of these features
Competences	<ul style="list-style-type: none"> ● analysis ● critical thinking ● problem-solving ● decision making
Content, Resources and Tools	<p><i>Evaluating the Impact of Interactive Features</i></p> <p><i>Objective: Help trainees evaluate the impact of interactive features on the learning experience</i></p> <ul style="list-style-type: none"> ● questionnaire (Google form) ● evaluation rubric and criteria
Activities	<ol style="list-style-type: none"> 1. Discuss the importance of assessing the effectiveness of interactive features in educational videos. 2. Have trainees watch and analyze educational videos with interactive features, identifying strengths and areas for improvement. 3. Provide a rubric or criteria for trainees to evaluate their own educational videos with interactive features.
Estimated Time	30 min.

Reflection and Closure activity:

- Peer feedback and self-reflection on the implementation of interactive features
- Final project presentation and rubric-based evaluation



BYOD – Learning: Learning at Any Time, at Any Place, via Any Device

Reference number: 2021-1-PL01-KA220-SCH-000034458

Implementation period: 1 January 2022 – 31 December 2023

Training course for supporting teachers and educators to digital transformation through the development of digital readiness, resilience and capacity, using the BYOD method

Module Number and Area/ Topic: Module 7: Methods for Developing Video Learning

Module Owners: 5 OU „Ivan Vazov”

Introduction and Broad Description of the Context and Goal of the area/ topic addressed:

This area of focus delves into innovative strategies and techniques for creating effective educational video content. With the goal of enhancing learning experiences, it explores the multifaceted approaches, tools, and best practices employed in the development of educational videos to engage and educate audiences across various fields and disciplines.

Learning Objectives and Learning Outcomes: With the completion of this module the trainees will be able to:

1. Apply Pedagogical Strategies: Implement pedagogically sound approaches to ensure that video content aligns with specific learning goals and objectives.
2. Design Engaging Educational Content: Create educational videos that captivate and effectively convey complex concepts, fostering learner engagement.
3. Assess and Optimize Video Learning: Evaluate the impact of video content on learning outcomes and refine strategies for continuous improvement.

Content and Resources (providing information on the various constituents/ dimensions of the topic under consideration):

- Scriptwriting and Storytelling: Learn the art of crafting compelling scripts and using storytelling techniques to engage learners effectively.

- Pedagogical Strategies: Understand how to align video content with specific learning objectives and choose appropriate teaching methods.
- Assessment and Evaluation: Explore methods for assessing the effectiveness of video-based learning, including quizzes, surveys.

Methodology and approaches for the module training presentation:

PPT Presentation, Group Discussion, Feedback and Assessment through Google Forms

Instruments/ Tools/ Supporting Material/ Resources to be used:

- PPT
- Google Form

Pedagogical/Learning Sequencing and Activities Plan:

PART 1	Introductory Activities (creation of interest, reference to real value issues, relation to background experiences, etc.)
Learning Objectives	<p>To assess participants' existing knowledge and perceptions about the importance of learning from videos, particularly within the context of the BYOD project.</p> <p>To promote critical thinking by encouraging participants to analyze and discuss the advantages and challenges of video-based learning.</p> <p>To foster group discussion, stimulating open communication and active participation among participants.</p>
Learning Outcomes	Enhanced awareness, critical thinking, active participation
Competences	Analytical thinking, collaboration, communication skills
Content, Resources and Tools	BYOD Pitch Video
Activities	Ice breaking activity to gather information from participants about the importance of learning from videos
Estimated Time	5 minutes

PART 2	Development Activities
Learning Objectives	Participants will gain a deep understanding of the significance of video learning in modern education and training. They will recognize how video-based content can improve engagement, accessibility, and the retention of

	<p>knowledge, positioning it as a crucial component of effective learning strategies.</p> <p>Participants will be able to identify and articulate best practices in designing, delivering, and assessing video-based learning experiences, ensuring the effectiveness of instructional materials.</p> <p>Participants will gain the ability to apply pedagogical principles to video learning, aligning content with learning objectives and catering to diverse learner needs.</p>
Learning Outcomes	Enhanced awareness, critical thinking, active participation
Competences	Competency in best practices, engagement, communication, pedagogical competency
Content, Resources and Tools	PPT Presentation
Activities	Presentation of the importance of video learning and good practices in the learning environment
Estimated Time	55 minutes

PART 3	Evaluation of Learning Outcomes
Learning Objectives	To assess participants' knowledge on the learning objectives and content of the Module
Learning Outcomes	Participants will apply the concepts and principles presented in the module to answer quiz questions, indicating their ability to translate theoretical knowledge into practical understanding. The successful completion of the quiz will reflect participants' ability to retain and recall key information and best practices discussed during the module.
Competences	Application of knowledge, problem-solving, critical thinking
Content, Resources and Tools	Google Forms
Activities	Three quizzes in Google Forms to assess the content delivered
Estimated Time	30 minutes

5.8 Module 8-9: Practical Activity: Development of Video Learning



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BYOD-Learning

BYOD – Learning: Learning at Any Time, at Any Place, via Any Device

Reference number: 2021-1-PL01-KA220-SCH-000034458

Implementation period: 1 January 2022 – 31 December 2023

Training course for supporting teachers and educators to digital transformation through the development of digital readiness, resilience and capacity, using the BYOD method

Module Number and Area/ Topic: Module 8-9 – Practical Activity:

Development of Video Learning

Module Owners: 5 OU „Ivan Vazov”

Introduction and Broad Description of the Context and Goal of the area/ topic addressed:

The practical activity focused on the development of video learning is designed to empower trainees with the knowledge and skills needed to create impactful video-based educational materials. Our goal is to provide participants with a comprehensive understanding of video learning's role in enhancing engagement and learning outcomes. Participants will explore the intricacies of video production, scriptwriting, and pedagogical strategies tailored for video learning. By the end of this activity, attendees will be equipped to design, develop, and deliver video-based content.

Learning Objectives and Learning Outcomes: With the completion of this module the trainees will be able to:

1. Develop proficiency in video production, including scriptwriting, filming, editing, and post-production processes.
2. Create educational videos that captivate and effectively convey complex concepts, fostering learner engagement.
3. Effectively integrate multimedia elements such as graphics, animations, and interactive tools to enhance learning experiences.
4. Gain proficiency in video production software, equipment, and platforms essential for video-based learning.

Content and Resources (providing information on the various constituents/ dimensions of the topic under consideration):

- **Video Production Essentials:** Fundamental aspects of video production, including camera operation, lighting techniques, sound recording, and basic editing skills. Participants will gain a solid foundation in creating visually appealing and well-produced videos.
- **Scriptwriting and Storytelling:** Participants will learn how to structure content effectively, engage viewers, and communicate complex concepts through storytelling techniques.
- **Pedagogical Strategies for Video Learning:** Participants will discover how to align video content with specific learning objectives and adapt instructional methods to maximize learning outcomes.
- **Multimedia Integration:** This dimension focuses on incorporating multimedia elements such as graphics, animations, and interactive features to enhance video learning experiences. Participants will learn how to create engaging and interactive content.
- **Technical Tools and Platforms:** Gain familiarity with Open Shot Video Editor Software for the video creation process.

Methodology and approaches for the module training presentation:

Examples of different elements that are significant for creating captivating content. Step-by-step guidance to participants on how to create their compelling videos.

Instruments/ Tools/ Supporting Material/ Resources to be used:

- PPT
- Videos
- Sound Recording
- Open Shot Video Editor Software

Pedagogical/Learning Sequencing and Activities Plan:

PART 1	Introductory Activities (creation of interest, reference to real value issues, relation to background experiences, etc.)
Learning Objectives	Participants will learn how to structure a successful educational video, including creating an engaging start, clear introductions, engaging content, and strong conclusions. They will also become skilled at using visuals like graphics, animations, and images to make their videos more visually appealing and educational. Additionally, they will develop the ability to write concise and engaging scripts that align with the learning objectives and help viewers understand the content better.
Learning Outcomes	Analysis of effective video structure, visual enhancement, engaging narratives and skillful scriptwriting

Competences	Video structure proficiency, narrative development capability, scriptwriting
Content, Resources and Tools	PPT Presentation and Video
Activities	Short presentation and Ice breaking activity with an original video created by 5 OU „Ivan Vazov” for this module
Estimated Time	15 minutes

PART 2	Practicing Activities (hands-on activity)
Learning Objectives	Participants will learn various voice recording techniques using both their smartphones and online voice recording tools. They will understand how to capture clear and high-quality audio, minimizing background noise and disruptions during recording, and learn how to effectively integrate voice recordings with scripted content, ensuring coherence and engagement.
Learning Outcomes	Achieve the ability to produce audio recordings with high-quality sound, reducing background noise and ensuring professional-grade voice recordings.
Competences	Voice recording, audio quality management, audio editing capability
Content, Resources and Tools	Mobile phone, Online Voice Recorder: https://online-voice-recorder.com/
Activities	Effectively recording voice
Estimated Time	35 minutes

PART 3	Practicing Activities (hands-on activity)
Learning Objectives	Participants will become familiar with various image creation tools, including MS Paint, Canva, and Adobe Photoshop. They will practice composition, color theory, and typography and will develop proficiency in using these software tools to create, edit, and enhance images for various purposes.
Learning Outcomes	Achieve competence in basic image design principles, including creating well-composed and visually appealing images, understanding color harmony, and using typography effectively.
Competences	Tool proficiency, image design skills, image creation

Content, Resources and Tools	MS Paint, Canva, Adobe Photoshop, etc.
Activities	Effectively creating images
Estimated Time	35 minutes

PART 4	Practicing Activities (hands-on activity)
Learning Objectives	Participants will become proficient in using PowerPoint's screen recording feature to capture video presentations. They will Develop narration skills for delivering clear and engaging audio commentary during the screen recording process. They will also Understand the technical aspects of screen recording, including settings, resolution, and file formats.
Learning Outcomes	Participants will be able to confidently use PowerPoint's screen recording feature to capture video presentations and will be able to apply the technical settings and configurations necessary for optimal screen recording, resulting in professional-quality videos.
Competences	Technical skills of screen recording, effective presentation delivery, narration
Content, Resources and Tools	PowePoint
Activities	Effectively recording video
Estimated Time	35 minutes

PART 5	Practicing Activities (hands-on activity)
Learning Objectives	Participants will become familiar with the OpenShot video editing software, including its interface, tools, and functionalities. They will learn the foundational principles of video editing, including timeline management, cutting and trimming, transitions, and basic effects. They will understand how to enhance video and audio quality through basic editing techniques, such as adjusting brightness, contrast, audio levels, and adding background music.
Learning Outcomes	Participants will be learning the basics of video editing by using OpenShot, navigating its interface and utilizing its tools and features for video editing.
Competences	Video editing skills, audio and visual enhancement and alligning, storytelling

Content, Resources and Tools	Software: OpenShot Video Editor
Activities	Effectively editing video
Estimated Time	35 minutes

Reflection and Closure activity:

Participants will share the videos they created through Open Shot software and give feedback to each other through engaging discussions (25 minutes).

5.9 Module 10: Education 4.0 - BYOD Learning as Part of the STEAME School of the Future



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BYOD-Learning

BYOD – Learning: Learning at Any Time, at Any Place, via Any Device

Reference number: 2021-1-PL01-KA220-SCH-000034458

Implementation period: 1 January 2022 – 31 December 2023

Training course for supporting teachers and educators to digital transformation through the development of digital readiness, resilience and capacity, using the BYOD method

Module Number and Area/ Topic: Module 10 – Education 4.0 – BYOD-Learning as part of the STEAME School of the Future

Module Owners: CyMS

Introduction and Broad Description of the Context and Goal of the area/ topic addressed:

This module examines the historical and prospective outlook on education, utilizing a progressive framework that encompasses Education 1.0 through Education 4.0. The material

dives into the influence of technological advancements and the evolving landscape of education for young learners.

Learning Objectives and Learning Outcomes: With the completion of this module the trainees will be able to

7. Understand the concepts of learning evolution from Education 1.0 to 4.0
8. Understand the differences between knowledge, competence and skill
9. Understand the IPL and PBL methods in relation to STEAME activities and learn how to support students working in groups both physically or hybrid

Content and Resources (providing information on the various constituents/ dimensions of the topic under consideration):

- Pedagogical strategies from Education 2.0 to Education 4.0
- Importance of video learning in today's society and learning needs
- Presentation of the school of the future

Methodology and approaches for the module training presentation:

The instructional method involves utilizing a PowerPoint (PPT) presentation that is enriched with interactive links to different tools, promoting active engagement among the participants. Furthermore, the PPT incorporates a blend of informative text and visually stimulating images, complemented by video links to capture the trainees' interest. Subsequent to the video presentations, guided discussions will take place.

Instruments/ Tools/ Supporting Material/ Resources to be used:

- PPT
- Links
- Videos
- All of the above are saved in the same digital folder named: Learning in the future
- www.steame.eu, www.steame-hybrid.eu, www.byod-learning.eu, www.facilitate-ai.eu, <https://onlife.up.krakow.pl/>, <https://ecovem.eu/>, <https://www.metis4skills.eu/>, https://thalescyprus.com/?page_id=3386, www.steame-academy.eu

Pedagogical/Learning Sequencing and Activities Plan:

PART 1	Introductory Activities (creation of interest, reference to real value issues, relation to background experiences, etc.)
Learning Objectives	Ice-breaking activity to encourage trainees to think critically and imaginatively about the future of educational institutions. This activity promotes active participation and encourages reflection on the existing deficiencies within schools.

Learning Outcomes	The activity promotes critical thinking, creativity, effective communication, collaboration, reflection, and active engagement, enabling trainees to envision and express their ideas for future educational institutions. It encourages them to develop a deeper understanding of the current education system while fostering a sense of ownership over their learning process.
Competences	Critical thinking, creativity, imagination, collaboration and sharing, communication, expression, reflection and awareness, engagement and participation
Content, Resources and Tools	Link to www.menti.com use WORDCOUNT in mentimeter
Activities	The trainees are asked to reply to the following question through Mentimeter: <u>What do you want to see in a future school or university that you do not see today?</u>
Estimated Time	10 minutes

PART 2	A.Development Activities
Learning Objectives	Trainees will gain knowledge about the different stages of educational development, from Education 1.0 to Education 4.0. They will analyze and evaluate the statements presented by the trainer, identifying the key characteristics and implications of each educational era. Trainees will engage in reflective thinking and discuss their observations and interpretations of the presented statements, sharing insights and perspectives.
Learning Outcomes	Understand the evolution of education from Education 1.0 to Education 4.0. Analyze the characteristics and implications of each educational era and foster critical thinking and reflective skills in relation to the evolution of education.
Competences	Reflective thinking, cognitive skills (analytical and evaluative abilities), communication skills (by engaging in discussion)
Content, Resources and Tools	Slides and pictures with characteristics of each level
Activities	Teacher presents Education 1.0 to 4.0 statements and asks trainees to reflect and discuss
Estimated Time	20 minutes

PART 2	B.Development Activities
Learning Objectives	Trainees will understand the principles and benefits of STEAME (Science, Technology, Engineering, Arts, Mathematics, and Entrepreneurship) learning. They will explore the concept of Project Based Learning (PBL) as an effective pedagogical approach and reflect on the application and potential of STEAME and PBL in various contexts.
Learning Outcomes	Trainees will acquire a solid understanding of the STEAME framework, its components, and the integration of project-based learning within this approach. They will critically reflect on the potential advantages and challenges of implementing STEAME and PBL, considering their relevance, effectiveness, and applicability to different educational settings. They will also explore how STEAME and PBL foster creativity, innovation, and problem-solving skills, recognizing the value of these skills in today's and the future's workforce.
Competences	Knowledge and understanding, critical thinking, interdisciplinary connections, creativity, innovation
Content, Resources and Tools	PPT slide and links to websites for examples
Activities	STEAME learning through Project Based Learning explored: Trainer presents and trainees reflect
Estimated Time	20 minutes

PART 2	C.Development Activities
Learning Objectives	Trainees will gain an understanding of emerging trends and concepts related to future learning spaces and explore the potential benefits and implications of innovative learning environments.
Learning Outcomes	Trainees will acquire knowledge about the characteristics, features, and emerging trends in future learning spaces, including advancements in technology, flexible design, and collaborative learning environments. They will critically reflect on the presented learning spaces, considering the potential benefits and challenges associated with their design and utilization. They will engage in creative thinking by envisioning how future learning spaces can enhance engagement, collaboration, and innovation in educational settings. In addition, trainees will develop an awareness of how evolving learning spaces align with and support shifts in pedagogy, such as student-centered learning, project-based approaches, and personalized instruction.

Competences	Knowledge acquisition, critical reflection, creative thinking, awareness of pedagogical shifts
Content, Resources and Tools	Slides and links to designs, photos and videos
Activities	Trainer presents the Learning Spaces of the future and trainees reflect
Estimated Time	20 minutes

PART 3	D. Development & Practicing Activities
Learning Objectives	Familiarize trainees with additional elements in the evolution of learning, such as STEAME-Hybrid, BYOD-Learning, Facilitate-AI, and STEAME-Academy, encourage trainees to reflect on the presented elements and their potential impact on education and facilitate trainees' self-assessment of adaptable competencies through the ONLIFE online assessment tool.
Learning Outcomes	Trainees will acquire knowledge about emerging elements and concepts in the evolution of learning, expanding their understanding beyond the previously presented concepts. They will critically reflect on the presented elements, analyzing their implications, benefits, and challenges in relation to teaching, learning, and educational environments. Moreover, trainees will develop an awareness of how emerging technologies, such as AI, are influencing and shaping the future of education. Finally, trainees will engage in a self-assessment process using the ONLIFE online assessment tool, identifying and evaluating their adaptable competencies and areas for further development.
Competences	Knowledge and understanding, critical thinking and analysis, technological literacy, self-assessment and reflection
Content, Resources and Tools	PPT slide, links to websites, photos, videos, online self-assessment
Activities	The teacher presents more elements in the evolution of learning (STEAME-Hybrid, BYOD-Learning, Facilitate-AI, STEAME-Students, STEAME-Academy etc) and trainees reflect. Trainees are asked to do an online ONLIFE self-assessment for adaptable competencies.
Estimated Time	20 minutes

PART 4	Evaluation of Learning Outcomes
Learning Objectives	At this stage trainees will measure the impact they had from the module.
Learning Outcomes	Self-reflection and measure attitude and beliefs
Competences	Analytical and critical thinking, self-reflection, self-evaluation
Content, Resources and Tools	Link to www.menti.com use WORDCOUNT in mentimeter
Activities	The trainees are asked to reply again to the question through Mentimeter: <u>What do you want to see in a future school or university that you do not see today?</u> Comparison and discussion of the two word-counts, pre and post.
Estimated Time	15 min

Reflection and Closure activity:

PART 5	Reflection and Closure Activity
Learning Objectives	Encourage critical thinking and reflection among trainees, foster collaborative discussion and idea generation for future challenges, enhance the ability to formulate and articulate thoughts and opinions.
Learning Outcomes	Trainees will engage in analysis and reflection, considering the challenges and opportunities presented for the future of education. They will explore different perspectives and evaluate potential solutions. They will also actively participate in discussions, exchanging ideas, sharing insights, building upon each other's contributions. they will collaborate to generate creative and practical solutions to the challenges posed by the trainer. Through the discussions and exploration of future challenges, trainees will develop problem-solving skills, identify innovative approaches, and propose viable solutions.
Competences	Critical thinking, communication, collaboration, creative thinking, problem-solving
Content, Resources and Tools	PPT and menti-meter tool

Activities	Reflection through discussion or use of menti-meter with new question set by trainees: The trainer will set challenges for the future and support discussion between trainees
Estimated Time	15 minutes

6.0 Evaluation of the Training Course

The purpose of the BYOD – Learning Training Course for Teachers was to enhance staff competence in applying the BYOD – Learning Methodology and Platform in the classroom. Furthermore, to be able to adapt these resources to diverse cultural and educational context, as well as to understand the specific needs of teaching to students of varying abilities.

The following section is an assessment of the C1 training session and provides feedback on the contents of the Modules, as well as the quality of the training session and its level of achieving its objectives.

6.1 Assessment Procedure and Data Collection

In order to meet the assessment goals, AMETA, the leading organization of the project's QA strategy, prepared and distributed to the participants an online survey. The Feedback form was sent in Google Forms to the partnership via email. The survey's questions are provided in the document's annex.

The evaluation form covers questions relevant to the LTTA itself:

1. Content and work in the event
2. Organization of the event
3. Comments (Open questions)

Data analysis includes descriptive statistics as well as content analysis procedures derived from both the open-ended questions and close-ended questions based on the partners' responses to the survey.

The data analysis was based on the 12 responses obtained. All eight (8) organizations were represented by at least one of their training participants.

The findings of the data analysis are presented in the following section.

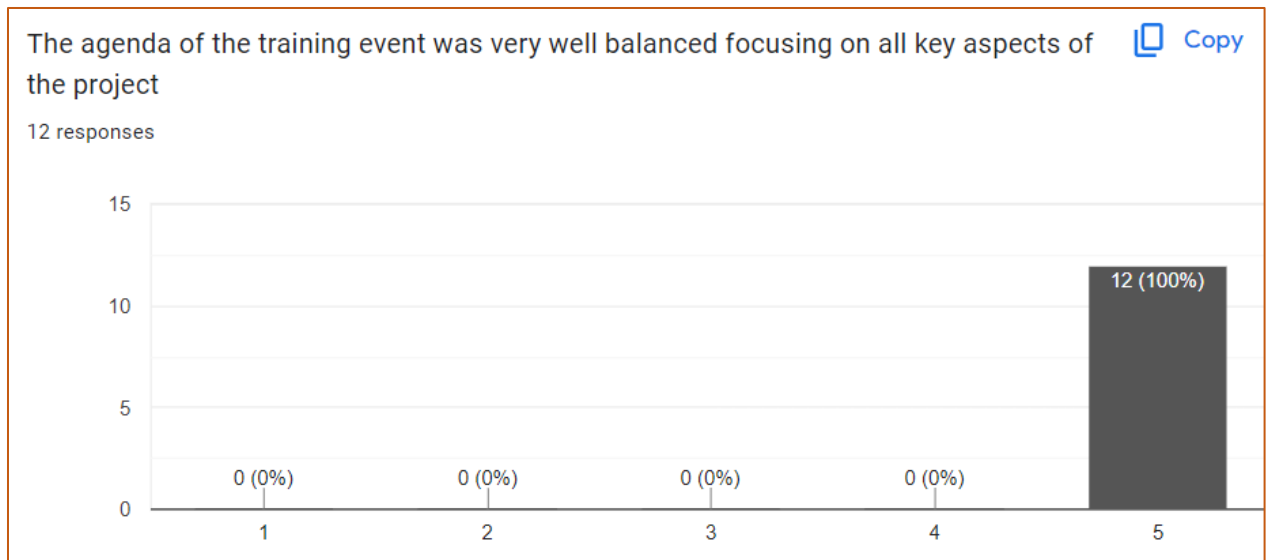
6.2 Findings

6.2.1 Content of the Training Event

This section of the survey included seven (7) close-ended questions that evaluated different aspects of the event such as its **learning objectives, satisfaction with the content and the sessions' relevance**. The questions used 5-point Likert scales ranging from “Strongly disagree” to “Strongly agree”. Here are the responses:

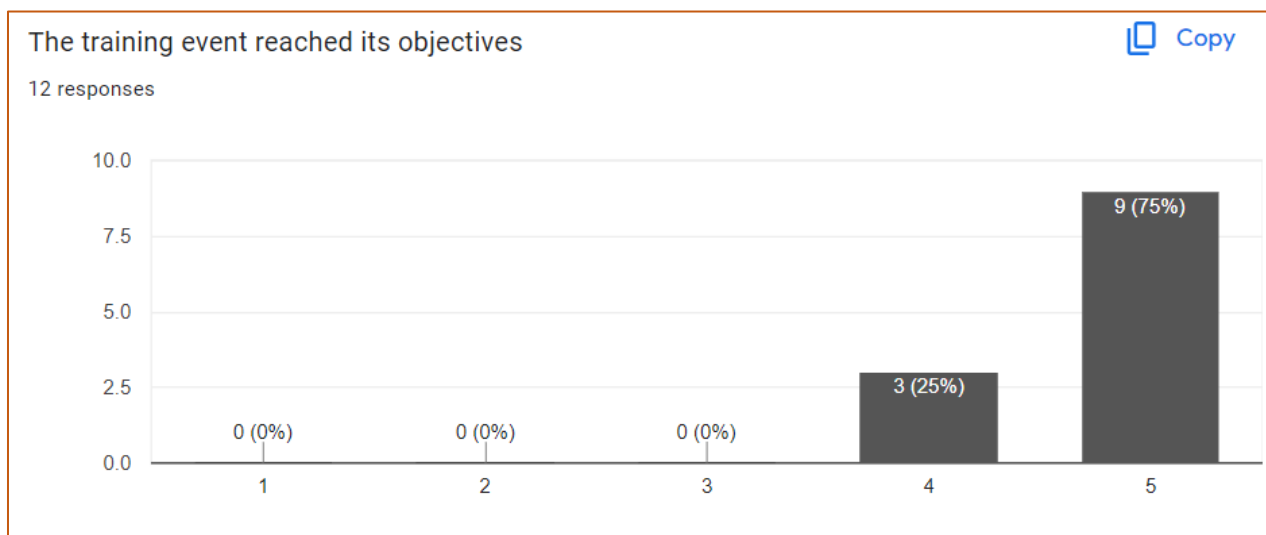
- **The agenda of the training event was very well balanced focusing on all key aspects of the project**

Assessment criteria: 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree



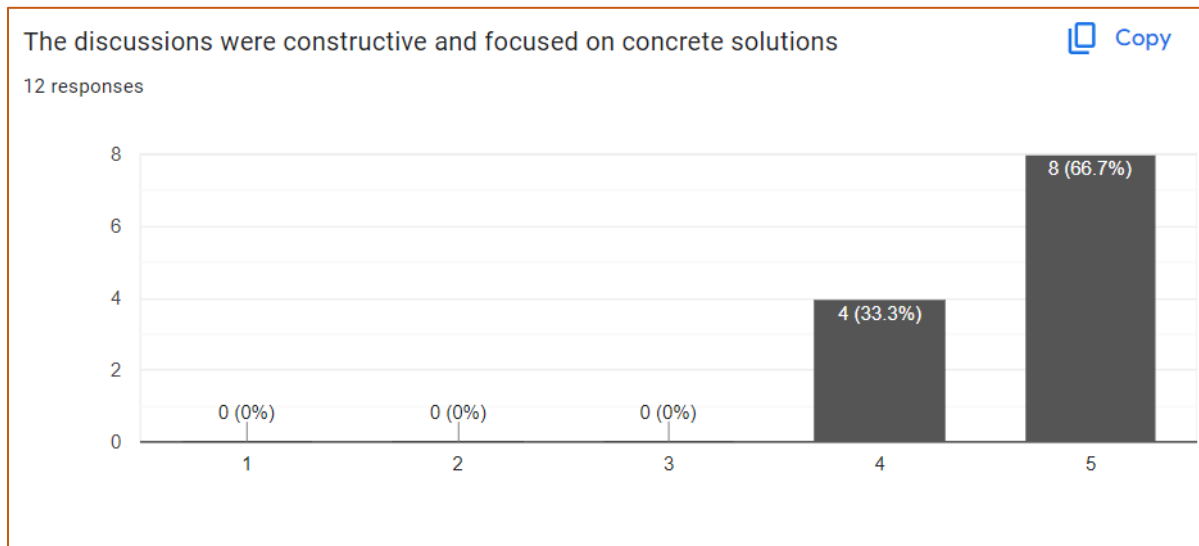
- **The training event reached its objectives**

Assessment criteria: 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree



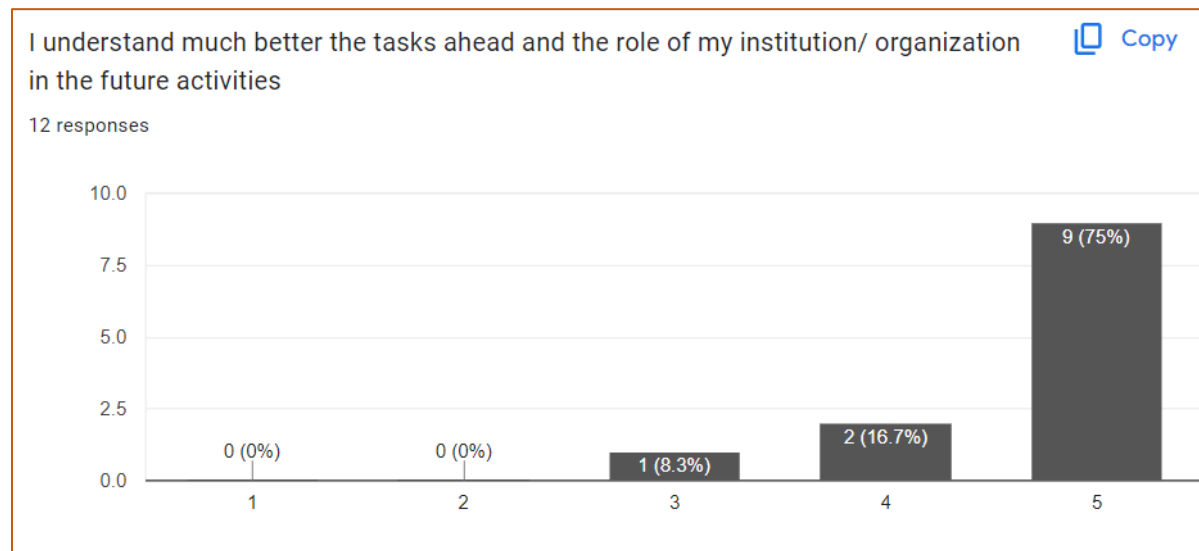
- **The discussions were constructive and focused on concrete solutions**

Assessment criteria: 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree



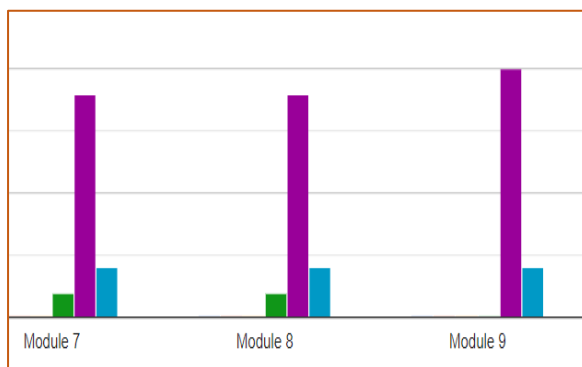
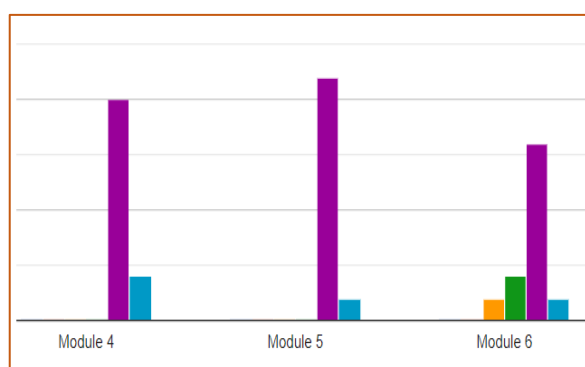
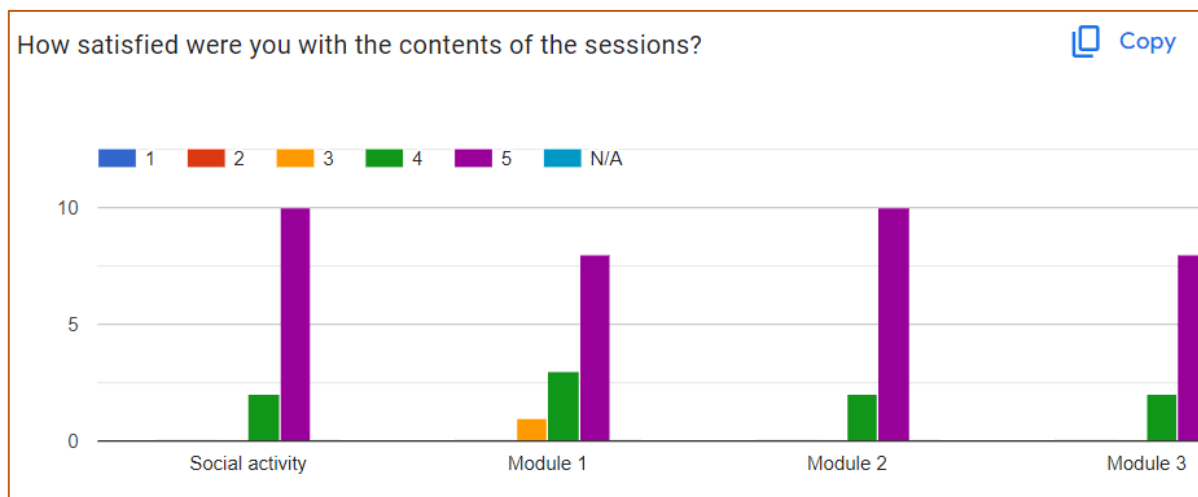
- **I understand much better the tasks ahead and the role of my institution/organization in the future activities**

Assessment criteria: 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree



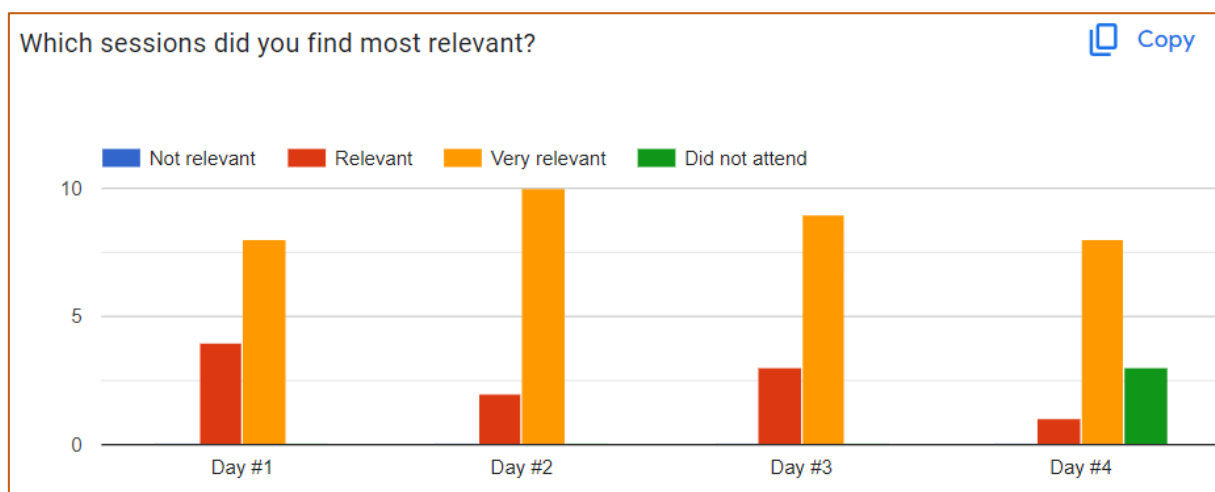
- How satisfied were you with the contents of the sessions? (Social Activity, Module 1, Module 2, Module 3, Module 4, Module 5, Module 6, Module 7, Module 8 and Module 9)

Assessment Criteria: 1 = Extremely Dissatisfied, 2 = Dissatisfied, 3 = Neutral, 4 = Satisfied, 5 = Extremely Satisfied, 6 = N/A



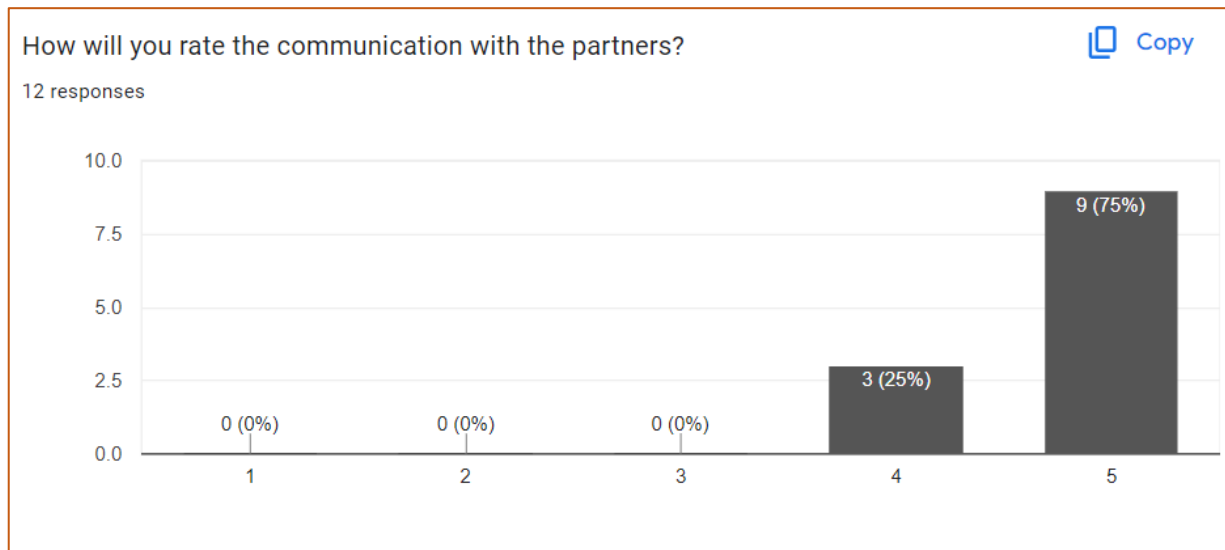
- Which sessions did you find the most relevant? (Day #1, Day #2, Day #3, Day #4)

Assessment Criteria: 1= Not Relevant, 2 = Relevant, 3 = Very Relevant, 4 = Did not attend



- **How will you rate the communication with the partners?**

Assessment criteria: 1 = Very Bad, 2 = Bad, 3 = Neutral, 4 = Good, 5 = Excellent

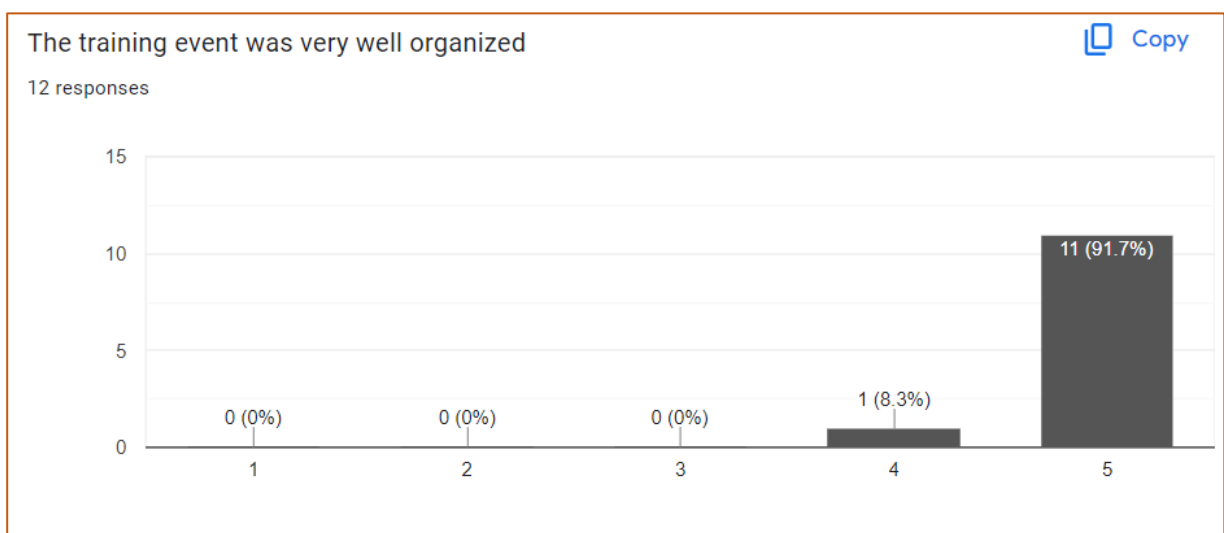


6.2.2 Organization of the event

This section of the survey included three (3) close-ended questions that evaluated different aspects of the organization of the event such as its overall organization and facilities. The questions used 5-point Likert scales ranging from “Strongly disagree” to “Strongly agree”. Here are the responses:

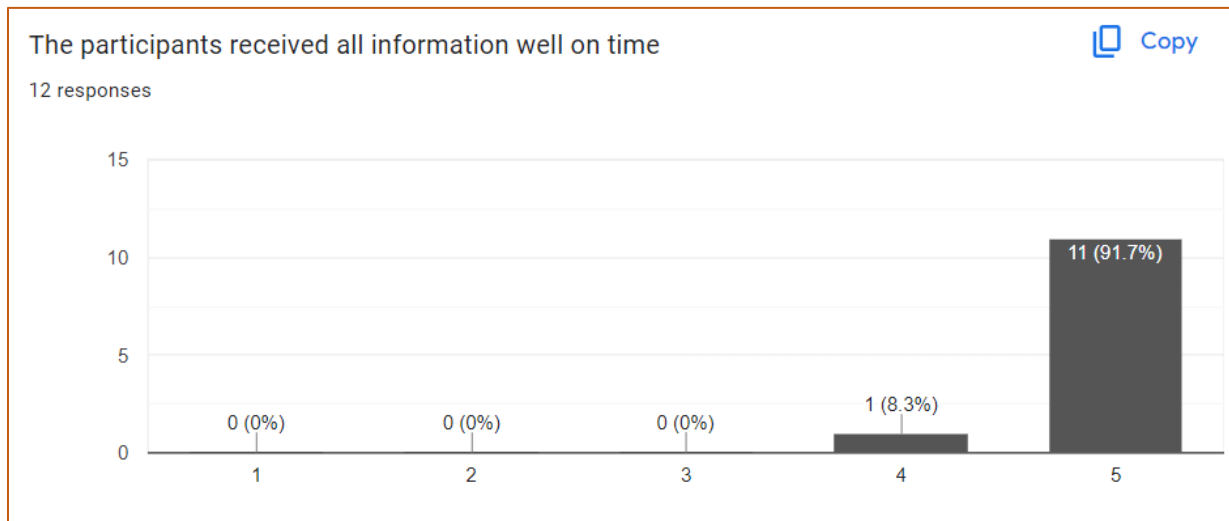
- **The training event was very well organized**

Assessment criteria: 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree



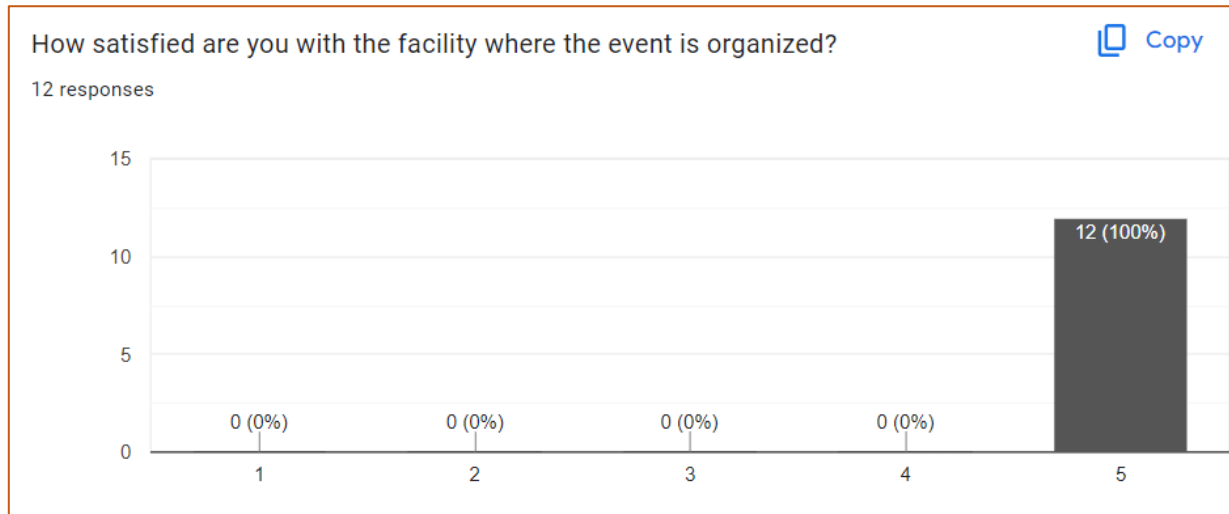
- **The participants received all information well on time**

Assessment criteria: 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree



- **How satisfied are you with the facility where the event is organized**

Assessment criteria: 1 = Extremely Dissatisfied, 2 = Dissatisfied, 3 = Neutral, 4 = Satisfied, 5 = Extremely Satisfied



6.2.3 Comments (Open Questions)

The final part of the survey consisted of one (1) open-ended question that aimed at recording the participants' overall experience, expectations and recommendations.

- **Any additional comments regarding the sessions or overall agenda?**

Any additional comments regarding the sessions or overall agenda?

5 responses

-

All activities were well thought out and organized

It would be good to have a draft of the presentations before the course, in order to adapt our presentations to the content of the other partners.

No.

Well balanced

6.3 LTТА Conclusions and Recommendations

Based on the results and data visualization of the evaluation form responses we can conclude that the training event was successful, and the participants were satisfied. In more detail, All participants strongly agreed that the agenda of the training event was very well balanced, demonstrating a comprehensive focus on all key aspects of the BYOD project. This highlights the effectiveness of the planning and design of the training sessions, ensuring a holistic understanding of the project.

Furthermore, the majority of participants acknowledged that the training event successfully reached its objectives. This suggests that the sessions were well-aligned with the intended learning outcomes, contributing to a meaningful and productive training experience. Additionally, the feedback on discussions during the training was positive, indicating that the discussions were constructive and focused on concrete solutions, fostering a collaborative and problem-solving atmosphere among participants. In regards to the partners' satisfaction with the presented modules, while all responses were generally positive, modules 2, 5 and 9 received particularly positive responses. The responses indicate that the partners have a clear understanding of the Modules as part of Result 3, with different levels of satisfaction related to their contents. The participants provided constructive feedback, suggesting that having a draft of the presentations before the course could enhance coordination among partners.

In conclusion, the evaluation results demonstrate the success of the C1 training for the BYOD project, with participants acknowledging the well-designed agenda, successful attainment of objectives, and high satisfaction with content, organization, and facilities. The positive feedback indicates a strong foundation for future project activities and collaboration among partners.

The Future of BYOD - Learning

Following the successful completion of the training course and in envisioning the future of BYOD-Learning, the path is leading towards a transformative impact on education. The conclusion of this project's results is not only evidence of educational innovation but also a catalyst for broader educational advancements. A significant approach in this direction is the integration of these outcomes into the approved [STEAME TEACHER FACILITATORS ACADEMY](#) project, launched under the Teacher Academies initiative of the Erasmus+ Programme on June 1st, 2023. This strategic utilization ensures the continued dissemination of the training course, with the BYOD-Learning methodology evolving into a structured course. The effects of this change will have a long-lasting impact on teaching and learning practices, as it is creating a more dynamic and inclusive learning environment that uses technology to benefit both teachers and students.

References

ANNEX

Questions in the LTТА Evaluation form – Google form available [here](#).

1. Content and work in the meeting

- The agenda of the meeting was very well balanced focusing on all key aspects of the project
- The training event reached its objectives
- The discussions were constructive and focused on concrete solutions
- I understand much better the tasks ahead and the role of my institution/ organization in the future activities
- How satisfied were you with the contents of the sessions?
- Which sessions did you find most relevant?
- How will you rate communication with your partners?

2. Organization of the Meeting

- The training was very well organized
- The participants received well on time all information
- How satisfied are you with the facilities where the event was organized?

3. Comments (Open questions - Fill in what is relevant for you)

- Any additional comments regarding the sessions or overall agenda?
- Any overall feedback for the event?
- Name (optional)

