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Erasmus+ Programme, Key Action 2: VET Strategic Partnerships
Flip your classes through multimedia enriched apprenticeship simulations and develop e-skills for VET teachers and students to enhance youth employability (2017-2019)

Minutes of the C1 – Short staff training, 26th-30th November 2018

Place: Madrid
Participants from all partner organisations, according to the attendance list.
Activities took place at TAJAMAR SCHOOL C/ Pío Felipe, 12, Madrid, 28038

26th November 2018
Warming up activities leaded by Dana Robota (LTMA)

- Group dynamics techniques
- Name game

Short presentation of IO3 and IO4 purpose and main indicators (had out of presentation material)

Presentation of the IO1 – The Flipped Guide (part one)

1. **Introduction to the flipped methodology (speaker: Joseba, CECE, Spain)**

- Attention game
- Definition of flipped classroom: methodology based on video lessons, which students will watch before coming to the classroom. The classroom time is dedicated to something else: working on the acquired knowledge. The method should promote active learning. Important aspects to consider: Contents: what should students learn, How to organize student knowledge, How long does it take? This includes both the time of realization and the time necessary for the students to use the material.
- There are many ways to implement the methodology, it is not necessary to follow all the steps to the letter, but it can be adapted to the needs of the context. 1) Work of development of the tasks before entering the classroom, for example creating videos or readings with clear instructions, and something to do that the student must have done at the time of the first lesson. (outside the classroom). 2) In class introduces the topic, review the tasks and clarify the doubts. Class activities must be focused on cognitive skills. Students need to be prepared for the next step (in the classroom). 3) Self-assessment activities with small tasks or online questionnaires to check what they know and what they have learned. (outside the classroom). 4) Evaluation in class, both of the content and of the process. The development of active and collaborative learning activities is expected. (in the classroom). Feedback is extremely important.

2. **The innovative teacher (speaker: Marian, Cesur, Spain)**

- the innovative teacher: he is the one who knows how to adapt his teaching to the needs of the students.
- Innovation means thinking critically, creating classroom environments in and out, promoting individual or group learning, improving relationships between students and

teachers. An innovative approach requires students to be the center of learning, stimulating their interest in learning, motivating students with varied and prepared activities.
- The innovative teacher must be adequately prepared, know the group, create an educational environment in which the students can feel encouraged to improve.
- Conversion into an innovative teacher can be curbed by fear, economic, technical or administrative reasons.

3. How to create SCORM (Speaker: Spass, IT-WORLD, Bulgaria)

- SCORM is sharable content object reference model, still not a standard. The videos that are on the platform can be exported to SCORM. In practice there are developing this kind of box, which then should serve as a guide for the development of educational material.
- Explain in detail what the different parts of SCORM are and what they are for.

4. Production and post-production of a video (Speaker: Teodora, BANA, Bulgaria)

- Videos are the most important thing, and they are because they are easier to understand and it is easier to learn from a video, and combines both audio and video representing a more complete form of knowledge. Videos make things more convincing. Videos help not to read, new students learn in a different way and videos help to approach this reality. The video can be seen at home or anywhere else, so you can take lessons anywhere.
- To create a video you need to prepare the material, first the contents then the visual objects. Add discussions, exercises, games, check the video and record it. Important: have in mind the topic, the purpose of the lesson, and finally the students, particularly unfortunate users like ours.
- The script requires a video camera and a microphone. Important to have the right sound and suitable lights. At home it is recommended to sit at the window.

5. Educational games (Speaker: Elena, CIPAT, Italy)

- It is the game that evaluates the participant, not the teacher. The game leads to activating an improved learning condition thanks to total involvement.
- The cell phone, from a tool of distraction, becomes an instrument of concentration and focus. Types of games: simulation, role-playing games, games to test knowledge.
- Presenting an illustration of the Tinycards games she implemented with her students in classroom. Similar application: Kahoot.

Conclusions of the day. Formative feed-back on activities carried out.

27th November 2018

Introduction and warming-up (lead by Dana, Romania)

- Trust games, working in pairs, corporality
- Cooperation game (the sheets of paper contest)

Presentation of the IO1 – The Flipped Guide (part two)

6. **How to design an educational game (Speaker: Andreea, Pixel, Italy)**

- Regarding design, we need to consider three factors: time (design and play), commitment (both teachers and students), attention (the game needs attention). Studying while having fun is more effective than the frontal lesson.
- An educational game is designed taking into account the priority knowledge, keeping in mind that the students know the basics to participate in the game. Furthermore, we must take into account the knowledge and skills that can be acquired. Finally, we need to take into account how this knowledge could be useful and used in real life or in other contexts. The game should be simple to understand, students should be dragged into the game to focus only on that.
- Student cooperation must also be considered when drawing an educational game. Before the game it is necessary to foresee a moment of play or in any case of warming activities that stimulate creativity and cooperation. It is also necessary to make known what are the objectives of the game, what will be learned. Important: it is necessary to balance the time of play and the didactic one. The teacher during the game is a facilitator, assigns roles, explains rules and prevents the creation of situations in which one is doing nothing. This is why it is not useful to have half the class working and the other half doing nothing.
- At the end of the game it is necessary to make a summary of the important issues: what we have done, what we have learned and why.
- Application of knowledge: working in teams, to develop a plan for an educational game, following the structure: Subject, Type of activity, How would you manage the class?, Warm-up activity, Prior knowledge, Learning and retention, Potential transfer.

7. **Assessment (Speaker: Mona, EuroEd, Romania)**

- Historically, the evaluation has been used to quantify learning. For this reason evaluation can influence the life of a student (a rejection, for example). The connotation of the evaluation must be changed, in a formative rather than a summative assessment. www.nfer.ac.uk
- Formative assessment can be very formal, and summative assessment can be very informal. Summative assessment can be compared to an autopsy: the cause of death is established but cannot be cured. On the other hand, the formative evaluation can be compared to being in therapy, the doctor prescribes medicines and follows the progress. In the flipped the summative assessment does not find a place, because it makes no sense. In the learning process it is necessary to use the formative evaluation, the summative evaluation should be left at the end of the course (eg teaching unit).
- Principles of training evaluation:
- 1. Clarify, share and understand the training intents and criteria of judgment; there is a difference between training intent and educational content. The training intent is to teach to do a research, the content is the subject or the topic on which the research is done. Decontextualizing the training intents might make sense.
- Define evaluation criteria and therefore success: either they are centered on the product, or on the process. In this last case the evaluation is more fitting with the training intents, which moreover become fluid and modifiable.

- 2. Understand if students have understood or not, to have a feed-back. This is why the THINKING PATCHWORK can be useful. Write the concepts we are facing (16 words) in 4x4 matrices whose terms are all connected. Horizontal and vertical connections. The matrices of each group will never be the same, and there is no form that works and one that does not work. Then they turn all the group members except one to explain the links. Then you can also move the cards, and have them insert puzzle type into the matrix of another group. Requests need to be changed: not notional but that allow the learning process to move forward. Also the way to ask questions can be taken into consideration. The Socratic lesson is sufficiently interactive and makes it possible to clarify doubts, to prove one's own statements and so on. The best thing is to push and train students to ask questions in "Socratic style".
- 3. Provide a really useful feedback to the student: specific, referring to one aspect or another.
- 4. Give resources to collaborate, and delegate part of the work. C3B4ME see three strategies before me. The first strategy is to use the brain, the second is to control the book, the third is to seek help in a companion. You can also create a flow of questions and answers in the classroom, which looks more like a volleyball game than a ping-pong game.
- 5. Activate the students, or better the metacognos. In active learning it is more important how you have learned what you have learned.

8. Debriefing (Speaker: Elza, EuroEd, Romania)

- The history of this word is linked to military terminology, especially in the context of the Second World War.
- Words associated with debriefing (exercise):
- Debriefing is a form of "evaluative discussion", which serves to give meaning to the experience that is the lesson. In debriefing, students and teachers exchange a descriptive feed-back and it is a moment in which a good didactic climate can be created. Students describe the learning process, the learning experience. The debriefing is divided into several phases: 1. Description of the experience (what), 2. Analysis of the importance of what has been learned (why), 3. Application or better applicability (as)
- Usually for each phase there is a questionnaire, possibly in different colors. First of all we need to make sure that the students go to the point, we must take into account both the learning process and the emotional part.

Conclusions of the day. Formative feed-back on activities carried out.

28th November 2018

Study-visit day

First visit: VET High School Francisco Tomas y Valiente

- Public VET high-school

Second visit: Cesur Madrid

- Private VET training centre

29th November 2018

Presentation of Tajamar school.
Visit of the main school premises.

Workshop on subjects that will be used for the e-classes lessons

Indicators: 10 e-classes lessons / country

e-classes lessons Italy, CIPAT: 2 lessons on mate, 2 on sports, 2 on food science, 2 electronics and electrotechnics, 2 maintenance and installations.
e-classes lessons Romania LTMA: 4 lessons on Physics, 2 lessons on Chemistry, 2 lessons on IT, 2 lessons on electrotechnics.
e-classes lessons Spain: CESUR: 2 lessons tourism destinations, 2 lessons basic laboratory operations; CECE: 6 lessons on math, physics, mechanical drawing.
e-classes lessons Bulgaria: BANA: 5 lessons on IT (programming, networking); IT-WORLD: cyber security, internet, Linux basics, entrepreneurship in IT.
e-classes transdisciplinary lessons: Euroed: 5 lessons – learning motivation and learning how to learn, career orienting, CLIL.

Best practices presented by participants:

Googleclassroom (Emanuel, LTMA, Romania)
Googleclassroom, allows you to create a learning environment where you can insert various materials. It is possible to know who carried out the task, to assign votes or judgments. It mixes the theory of pdf files with videos or other tools that help, because not everyone reads the pdf. Alternative to Moodle.

Cisco platform (Irina, BANA, Bulgaria)
Detailed presentation of the Cisco platform - multimedia platform, where you can upload exam lessons and all the material available. Important fact: Students cannot take the final exam if they do not pass the feedback.

Online teaching (Marian, Cesur, Spain)
Platform with pdf files and links to moodle. It's more attractive because you can use more tools. Teachers can correct by releasing a judgment at the end, all online. There is no face to face relationship with students, it is an adult education course that already has a job. It is allowed to communicate with the students only through the platform. Students have the possibility to contact the teacher through the platform with phone calls, or videoconferences.

Conclusions of the day. Formative feed-back on activities carried out.

30th November 2018

The working time for the next stages of the project

Production of IO3 – the flipped classes lessons

Stage 1: identify scientific-technological disciplines common to all partners
Stage 2:
Action 1: video on a scientific / technological topic
Action 2: share the concepts of videos with students
Action 3: use the time / class differently
stage3: Creation of flipped lessons of a multidisciplinary topic, in parallel (EuroEd)

IO4: video to promote the career - we will work in parallel with e-classes lessons.
They concern both students and companies:

- three companies that are connected to school activities. They can include interviews with staff in companies, promotion of company activity (explanation of professional tasks offered).
- **12 videos for the whole project, 3 videos for each country**
- May-June each country will have a debate lesson organized by the students:20 students per country and 2 teachers per country involved in the debate activity. The videos produced by the students will be presented, with a brief discussion of the usefulness of this job placement method.

Aim: for the next C2 in Firenze, all partners should have the draft of the IO3 and IO4 created materials and will share, calibrate, evaluate.
June-July – the publication of IO3 and IO4 on the project website.

The multiplier events:

1. **CECE, BANA, CIPAT and LTMA will organise the multiplier events in February-March.**

Aim: to promote the IO1 – The Flipped Guideline and the platform.
This type of events aims to broaden the range of diffusion to other people, other organizations or schools.
30 participants for the event, other than the own staff.
Proofs needed: agenda of the event (conference + optional workshop to test the platform), list of participants, materials and presentation used (including any hand out materials) photos, short report of the event.

2. **Euroed, Pixel, IT-World, Cesur will organise the multiplier events at the end of the project (June-July or early September).**

Aim: to promote all the products of the project, especially IO1, IO3 and IO4 and the e-learning platform.
30 participants for the event, other than the own staff.
Proofs needed: agenda of the event (conference + optional workshop to test the platform), list of participants, materials and presentation used (including any hand out materials) photos, short report of the event.

Dissemination

This project has a very aggressive dissemination plan. We should have **2 actions per month** for dissemination partners. Meanwhile, let's try 1 per month, to carry out dissemination (facebook page, write notes on blogs or online activities, write an article ...) The dissemination is as important as the product, promoting the platform with students and colleagues.

Dates of the next C2 – Second short staff training event: 06 -10 May 2019, Firenze Italy
(Travel days: 5th May – 10th May (evening) or 11th May)

Next management meeting: 10-11th September 2019, Firenze, Italy

Next TO DO list before January 2019.

- Each partner will organise **a local dissemination workshop** for other interested teachers, for presentation of the activities carried out in C1, the IO1 – the Flipped guide, the website and the e-learning platform.
- **10 participants/partner.**
- Proofs to be sent: attendance lists, the materials used for workshop, photos from the event.

A Skype meeting will be organised in early January, in order to plan the next multiplier events and the stages for implementing IO3 and IO4.