

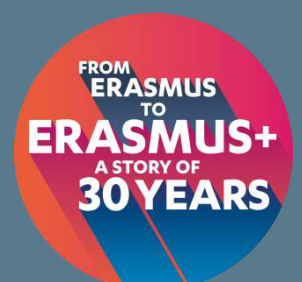


European  
Commission



# Digital competences

A collection of innovative and inspiring resources  
Explore. Learn. Share. - 2017



Education and  
Training

**EUROPEAN COMMISSION**

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# **Digital competences**

***A collection of innovative and inspiring resources***

***Explore. Learn. Share. - 2017***

edited by

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## Introduction

The **Digital Competences** publication presents a selection of products developed within the context of projects funded under Erasmus+ and its predecessor, the Lifelong Learning Programme, in the field of school education, vocational education training (VET) and adult learning.

### Overview

The **Digital Competences** publication promotes interesting and innovative ideas emerging from EU-funded projects to help inspire teachers, non-governmental organisations, project applicants and policymakers across Europe to develop their professional practice. It offers a number of useful resources including teaching materials and resources, as well as creative approaches to embedding digital technologies in education and training. The compendium has been structured under the following headings, which reflect how the resources can be used:

- **Chapter 1** – Teaching methodologies using information communication technologies (ICTs) (*projects that provide flexible learning scenarios and ICT tools for teaching and learning*);
- **Chapter 2** – Developing teachers' digital pedagogic skills (*projects that develop teachers' skills in how to use innovative ICT content for teaching and learning*);
- **Chapter 3** – Institutional strategies to enable the use of ICTs in teaching and learning (*projects that promote and demonstrate the innovative use of ICT tools in the classroom*);
- **Chapter 4** – Digital literacy strategies to help learners acquire digital skills (*projects that support different target groups to acquire digital skills*).

### Additional resources

If you are interested in the topic of digital competences, you may also be interested in the following resources:

- The School Education Gateway, a European platform for anyone interested in school education, includes many resources on teaching and learning digital skills ([www.schooleducationgateway.eu](http://www.schooleducationgateway.eu)).
- EPAL, the e-Platform for Adult Learning in Europe also includes a thematic section on e-learning (<https://ec.europa.eu/epale/en/themes/e-learning>), with many news, blog posts and resources related to teaching digital competences to adults and using ICT in adult education.

## Teaching methodologies using ICTs

### IDentifEYE – Augmented reality (AR) towards better understanding of online identities

#### Summary

The AR project aimed to train teachers on how to guide young people to use the internet safely, particularly around sharing personal data online.

It created a new curriculum module for teachers for educating children on the possible dangers while online. Products developed include an AR game that teachers can use in classrooms.

#### Main outputs

Title of product	Description	Format	Language
<b>Online repository of materials</b>	A repository of material for teachers on how to teach children about online risks	PDF	EN
<b>Game support library</b>	A repository of graphical and visual resources to support teachers who want to create their own games	Graphics and visual resources (Website)	EN
<b>Workshop resources</b>	Resources from the workshops delivered in schools	Power Point Word	EL, ES, LT, NL, PL
<b>Curriculum</b>	The curriculum of the training programme developed for teachers	Power Point Word	EL, ES, LT, NL, PL
<b>AR game</b>	Guidelines on how to develop a similar AR game	PDF	EN

**Coordinator:** CCS Digital Education (EL)

**Countries:** CY, EL, ES, LT, NL, PL

**Web resources:** [www.id-eye.eu](http://www.id-eye.eu)

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2013–2016



## INGA 3D – Creative transfer of competence in 3D footwear computer-aided design (CAD) to VET professionals

### Summary

The 'INGA 3D' project tested and validated new teaching methodologies and approaches for delivering vocational training on footwear design using 3D footwear CAD. The aim was to develop an effective and faster approach to designing footwear.

An online platform with various flexible learning scenarios and tools for learning, such as tutorial lessons, videos and interactive texts, was developed as part of the project.

The project brought together universities, research and training centres, adult education providers and IT companies and partners who had experience in delivering vocational training.

### Main outputs

Title of product	Description	Format	Language
<b>3D Footwear CAD Handbook</b>	A handbook with different course modules for the training programme	PDF	EN
<b>Supportive multimedia tools for VET teachers, trainers and tutors</b>	Graphical representations of the tools and resources developed for the training course	PDF	EN
<b>INGA online learning platform</b>	A guide for teachers on how to use the online courses developed. It also includes access to the online courses developed. A login is required to access the online courses	PDF	EN
<b>Various reports on activities delivered under the project</b>	Reports on learning scenarios, piloting of the modules developed, workshop and dissemination activities	PDF	EN

**Coordinator:** Gheorghe Asachi Technical University of Iasi (RO)

**Countries:** ES, PT, RO, UK

**Web resources:** [www.inga3d.eu](http://www.inga3d.eu)

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2013–2016

## Need for Brains – Learning on the move: qualifying creatives with mobile learning

### Summary

This project designed a new mobile learning platform which could be used to deliver qualifications in the advertising and communications industry. The aim was to provide a flexible and alternative route for staff that could not access conventional qualification courses at institutions for whatever reason, such as a lack of time and money.

### Main outputs

Title of product	Description	Format	Language
<a href="#">Extracts from learning app</a>	A series of videos which provide examples on how the learning app works	mp4	DE

**Coordinator:** Gesellschaft Kommunikationsagenturen-Service mbH (DE)

**Countries:** AT, BE, CH, DE, FR

**Web resources:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/dafbcbcb-bb46-424b-a4ed-e6bc1dfa6c6f>

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2012–2015

## Distance learning for apprentices

### Summary

This project was designed to increase the attractiveness of specific VET sectors for young people. It developed a learning module for teachers and trainers on how to use mobile phones for vocational education and training. The project also aimed to address barriers faced by teachers in using technology as part of their classroom practice.

Activities included running training modules with teachers to increase their technical competences in using mobile phone technology for teaching activities.

### Main outputs

Title of product	Description	Format	Language
Learning module for teachers	The learning module consisted of training approaches on how to deliver distance training using mobile technology	Website	EN

**Coordinator:** Hansenberg (DK)

**Countries:** DE, DK, ES, NL, TR

**Web resources:** <http://learningatdistance.hansenberg.dk>

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2008–2010

## eBridge 2 VET Mobility – e-learning and m-learning of European languages and intercultural skills for VET students and young apprentices

### Summary

The 'eBridge 2 VET Mobility' project aimed to help VET students and apprentices acquire European language competences and intercultural skills in order to encourage mobility activities between Spain, Portugal, new members of the EU and Turkey.

The products of the project included e-learning language courses in Portuguese, Polish, Latvian and Spanish which were adapted to the needs of VET students interested in mobility opportunities, and mobile apps that offer language support linked to daily life situations in Spain, Portugal, Poland, Latvia, Czech Republic and Turkey.

### Main outputs

Title of product	Description	Format	Language
Language mobile applications	Lessons provided through mobile apps in Spanish, Latvian, Polish and Portuguese	Mobile applications	ES, LV, PL, PT
Cultural information	Information on different cultures of Spain, Portugal, Poland, Latvia, Czech Republic and Turkey	PDF	CZ, ES, LV, PL, PT, TR
e-Community	A social network with blogs where experts share experiences	Website	CZ, EN, ES, LV, PL, PT, TR

**Coordinator:** Iturbrok S.L. (CZ)

**Countries:** CZ, ES, LV, PL, PT, TR

**Web resources:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplplus-project-details-page/?nodeRef=workspace://SpacesStore/f56db3d0-2b29-492d-8370-763975e94e57>

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2012–2015

## Information and communications technologies (ICT) to support new ways of lifelong learning

### Summary

The project developed a model for continuous learning for teachers and trainers in schools and vocational centres. It involved the adaptation and translation of an existing online teaching course on the use of Web 2.0 tools into English, Italian and French. The course was piloted across secondary and vocational schools in Italy, the UK and France, and involved approximately 160 teachers and trainers, and 700 students.

### Main outputs

Title of product	Description	Format	Language
Adapted contents and training aids of the online teaching course	Teaching materials	PDF	EN, FR, IT
Target Group Analysis Report	Report on the identification of the training needs of partnership schools	PDF	EN, FR, IT
Report on the Pilot Implementation of the Online Teaching Course	A report on the monitoring and testing of the online teacher training course	PDF	EN, FR, IT
Virtual Learning Environment	A manual for developing virtual learning environments	PDF	EN, IT
A kit of monitoring and assessment tools: questionnaires, assessment grids etc.	Questionnaires and assessment tools on developing ICT tools for lifelong learning	PDF	EN, FR, IT

**Coordinator:** Intesa Sanpaolo Formazione Scpa (IT)

**Countries:** FR, IT, UK

**Web resources:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplplus-project-details-page/?nodeRef=workspace://SpacesStore/cc373da3-5fdc-4da2-8bdb-206ee1b7c9c6>

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2010–2012

## ICTBELL – ICT content-integrated online Business English language learning for adult dyslexics

### Summary

People with dyslexia have problems reading and writing in their first language and are often excluded from lessons in their second language due to assumptions about their learning abilities. The ICTBELL project created specially designed English language learning ICT-based integrated content and a virtual learning environment (VLE) for learners with dyslexia who experience problems with language learning. The VLE included integrated e-learning content and online tutoring sessions. Outcomes included ICT-integrated Business English language learning electronic content (e-content), an online tutoring handbook for trainers and an open-source VLE, with the aim of integrating new technology into the language learning process. The Learning Needs questionnaires are the only products available online.

### Main outputs

Title of product	Description	Format	Language
Learning questionnaires analysis Needs and	Report on the learning needs of trainers and learners	PDF	EN
Learning Questionnaire (students) Needs	Short questionnaire on language learning, including self-assessment of degree of dyslexia and main challenges when learning a foreign language	PDF	EN
ICT Project Questionnaires Trainers Bell for	Questionnaire for trainers	PDF	EN

**Coordinator:** ONECO – Organización para la Educación Comunitaria S.L. (ES)

**Countries:** BG, DE, ES, HU, IT

**Web resources:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/a5812dfe-525a-4664-942c-af7222c39df5>

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2008–2010

## 'REACH the hard-to-reach' – How to engage young learners in workplace training via mobile-assisted learning

### Summary

To increase motivation and participation in workplace training amongst young learners, the project developed attractive multimedia learning units on basic skills and customer care training for tourism, healthcare, construction and food production sectors in Norway, Italy, Spain and Turkey. The training course can be accessed via mobile devices.

The main products were flexible, mobile-assisted learning units in these sectors to improve workplace training. The project also developed guidelines for teachers, trainers and education managers on how to use these new approaches, and on how the contents and tools can be implemented in teaching and learning practices.

### Main outputs

Title of product	Description	Format	Language
<a href="#">REACH Mobile Learning units</a>	Learning units which can be downloaded onto smartphones	Mobile app	EN
<a href="#">How Do I Get the REACH Application?</a>	A guide on how to download the application	PDF	EN

**Coordinator:** Stiftelsen Rogaland Kurs Og Kompetansesenter (NO)

**Countries:** AT, ES, NO, TR, UK

**Web resources:** [www.reach-project.eu](http://www.reach-project.eu)

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2011–2013

## Many cultures, one technology – robotics as a platform to exchange experience during the common action

### Summary

The project aimed to bring together students and teachers from different cultures that had an interest in technology and science (robotics, physics, mathematics, mechanics, programming, multimedia production and website creation). The objective was to broaden their educational horizons so they could learn about different cultures and acquire knowledge in subjects linked to humanities such as foreign languages, history, culture, arts, civics, geography, theology and sociology.

### Main outputs

Title of product	Description	Format	Language
<b>Programming materials</b>	A list of programming language materials depicting different scenarios	NXT Programming language	EE, EN, ES, IT, PL, PT, RO
<b>Videos</b>	A selection of videos from the partner countries depicting students doing different science experiments and different cultures	Website Videos	ES, IT, PT

**Coordinator:** Zespol Szkol Technicznych (PL)

**Countries:** EE, ES, IT, LT, PL, PT

**Web resources:** [www.6cultures1tech.eu](http://www.6cultures1tech.eu)

**Funding type:** Comenius Multilateral School Partnerships

**Dates:** 2012–2016



## InTouch Labour – Market in Touch: new non-routine skills via mobile game-based learning

### Summary

The rationale for the 'InTouch' project has been the rapidly growing need to train employees in small and medium enterprises (SMEs) managing business services to handle non-routine tasks such as communication and problem solving. The project developed and disseminated an innovative approach for workers in SMEs to develop their skills through mobile learning approaches.

Operationally, there were two sides to the project: a development and implementation phase and a training session on how to use mobile phone technologies in the delivery of training courses. The project offered around 30 mobile game-based learning courses.

### Main outputs

Title of product	Description	Format	Language
<b>Public report</b>	The final public report, overseeing the work and results from the InTouch project	Word	EN
<b>InTouch brochure</b>	Promotes the adoption/use of the project tools within the different target contexts, and stresses the positive results available to the target groups	PDF	BG, DE, EN, FR, IT, LT, SE
<b>Decalogue of Advantages</b>	Stresses the 10 main advantages for company productivity deriving from the transformation of the workplace into a learning-conducive environment	PDF	BG, DE, EN, FR, IT, LT, SE
<b>Scenarios and Guidelines</b>	A guide for mobile learning facilitators easing the implementation of the approach within companies. Contains the points of view of managers and of working adults testing the kit, underlining immediate benefits in terms of self-motivation deriving from attendance	PDF	BG, DE, EN, FR, IT, LT, SE
<b>Labour Market in Touch Approach</b>	A methodological e-book describing the InTouch approach, the advantages deriving from its implementation, the set of tools made available and providing some instructions for their proper use within SMEs	PDF	BG, DE, EN, FR, IT, LT, SE
<b>Guideline documents on e-how for cooperative learning</b>	Two documents with instructions on how to use the e-How online community for sharing ideas on how to use skills for personal and organisational benefits amongst SMEs employees. (Link to online portal itself is no longer active)	PDF	EN
<b>Being Competitive: the Handbook</b>	A support for employees wishing to develop the future skills needed by the labour market	PDF	DE, EN, FR, IT, LT, SE
<b>Description of Model-Based Games Approach</b>	A report describing the mobile game-based interactive approach	PDF	EN

Title of product	Description	Format	Language
<b>The Crucial 30 Situational Learning Cases</b>	A report describing the most crucial non-routine tasks for competitiveness and the areas that will be focused on in m-learning games in order to boost future employees' performance	PDF	EN
<b>The Top 10 European Skills for Competitiveness</b>	Illustrates top 10 crucial transversal skills for non-routine task management within business services SMEs according to the European employers and managers	e-Book	BG, DE, EN, FR, LT, SE
<b>Good Practice in use of Mobile Technologies</b>	A repository of all the most successful best practices in the use of this m-learning technology for the empowerment of the specific target of employees	e-Book	BG, DE, EN, FR, IT, LT SE
<b>Learning Labs</b>	Publications documenting activities in 'learning labs' which were attended by a number of SMEs from all countries involved in the project with the purpose of publicising the results of the project	PDF	BG, DE, EN, IT, LT

**Coordinator:** Centre for Flexible Learning, Municipality of Söderhamn (SE)

**Countries:** AT, BG, FR, LT, IT, SE

**Web resources:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/d7a8d879-f1b7-4cfd-89d1-72bb4b82cbe2>

**Funding type:** Leonardo da Vinci Development of Innovation

**Dates:** 2010–2012

## OPEN learning to sign language

### Summary

The OPEN multi-language platform is an educational tool for learning English language using six different sign languages and systems. The platform has been designed and implemented by sign language experts and other language education professionals. It provides European signers with a new tool of video courses in signing, presented in six different languages. The aim is to improve the situation of deaf people by providing them with full access to language education (other sign languages and English language).

The videos have subtitles and are structured in units focusing on different situations from everyday life. All units have been divided according to users' level of proficiency using the Common European Framework of Reference, recently adopted by most EU sign languages.

The products include an e-learning educational package for learning the English language combined with the international sign system and a methodological tool to use for learning other languages.

### Main outputs

Title of product	Description	Format	Language
E-learning	E-learning platform	Website	EN, EL, ES, IT, PL, SE

**Coordinator:** Asociación de Desarrollo Rural Estepa Sierra Sur (ES)

**Countries:** CY, ES, IT, PL, SE

**Web resources:** <http://opensignlanguage.eu>    [www.openleonardo.com](http://www.openleonardo.com)

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2013–2016

## Developing teachers' digital pedagogic skills

### e-Guardian – Development and certification of skills for European educators focused on safe ICT and cyber threat prevention

#### Summary

The goal of the project was to develop a course for teachers on internet safety and cybersecurity in Lithuania, Latvia and Germany.

The project aimed to teach staff at educational institutions about the safe use of computers and the Internet. The project partnership consisted of five organisations from Lithuania, Latvia, Germany and Switzerland. Three of the project partners adapted training products they had developed for the other partner countries. The products that were adapted were the:

- Association 'Langas i Ateiti' (LIA)'s internet safety e-course which was originally developed in Lithuanian;
- Public Institution Information Technology's (ITI's) e-Guardian certification programme and knowledge assessment tests, developed in English and approved by the ECDL Foundation;
- Latvian Information and Communications Technology Association's (LIKTA's) online testing tool used to assess learners' basic ICT skills needs.

#### Main outputs

Title of product	Description	Format	Language
e-Guardian Syllabus	A guide on the different aspects of internet safety	PDF	EN, FR, LT, LV
ICT Security Skills Barometer	A questionnaire to test individuals' ICT skills	PDF	EN, FR, LT, LV

**Coordinator:** Association 'Langas i Ateiti' (LT)

**Countries:** CH, DE, LT, LV

**Web resources:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/10422b4b-656e-4b67-bbeb-6821bd8e4abd>

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2010–2012

## TACCLE – Teacher Aids on Creating Content for Learning Environments

### Summary

The project aimed to develop the skills of teachers who had basic computer skills in how to use innovative ICT-based content, pedagogies and practice in teaching. An e-learning manual on how to create content for e-learning environments was developed as part of the project.

The partners first carried out a survey to assess teachers' needs prior to developing the e-learning manual for classroom teachers.

### Main outputs

Title of product	Description	Format	Language
Teacher Aids for Creating Content for Learning Environments	An e-learning handbook for teachers	PDF	EN
TACCLE Survey	Results of the survey	PDF	EN

**Coordinator:** Go! Education of the Flemish Community (BE)

**Countries:** AT, BE, ES, IT, UK

**Web resources:** <http://taccle.eu/>

**Funding type:** Comenius Multilateral Projects

**Dates:** 2007–2009

## VocTEL – Vocational technology-enhanced learning

### Summary

The VocTEL project piloted a postgraduate level online programme in technology for the VET sector. The project was based on an existing postgraduate Technology-Enhanced Learning (TEL) course that had been developed by the University of Wales Trinity Saint David (UWTSD). This course was originally developed for the higher education and further education sectors in the UK. The programme was designed to provide a postgraduate education for practitioners engaged in vocational training on TEL. It covered modules on how to use technology in learning design.

### Main outputs

Title of product	Description	Format	Language
Designing Technology-Enhanced Learning	Course handbooks	Word	CY, EL, UK

**Coordinator:** UWTSD

**Countries:** BG, CY, EL, SE, UK

**Web resources:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/5af81530-821c-40d2-95b6-cb014c64b1da>

**Funding type:** Leonardo da Vinci Multilateral projects

**Dates:** 2013–2015

## POOLS – Producing Open Online Learning Systems 3

### Summary

This project promoted the use of computer-assisted language learning (CALL) in Catalan, Czech and Irish languages in a VET context, by building on work in nine other languages carried out under the original UK-led POOLS project (2005–7) (winner of the 2009 European Silver Award for Innovation and Creativity in Lifelong Learning). The consortium was led by the UK POOLS promoter and involved a mix of private- and public-sector educational providers.

Irish, Czech and Catalan language teachers who worked in the VET sector were provided with a sample of CALL materials. In addition to producing online video materials, POOLS developed a course book and teacher training courses.

### Main outputs

Title of product	Description	Format	Language
<b>Introduction to CALL</b>	A course book on CALL	PDF	Catalan, CZ, EN, Irish
<b>Course Catalogue Units</b>	POOLS 3 Course Units Catalogue – contains all the units that were piloted and guidelines on how to run the courses (in-service, online only, or blended courses)	PDF	Catalan, CZ, EN, Irish
<b>Videos from the pilot course</b>	Demonstration on how to create videos	Video	Catalan, CZ, EN, Irish
<b>POOLS 3 audios and videos</b>	Videos and audios that can be used for language learning/teaching. The recordings cover different aspects of life, culture and education in their respective countries	Video	Catalan, CZ, EN, Irish
<b>POOLS 3 Do-It-Yourself videos</b>	The videos cover how to produce online language learning materials	Videos	Catalan, CZ, EN, Irish
<b>Language teaching materials</b>	Online units in the project languages	Website	Catalan, CZ, EN, Irish

**Coordinator:** Sabhal Mòr Ostaig (UK)

**Countries:** BE, CZ, DK, ES, UK

**Web resources:** <http://languages.dk/pools-3>

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2013–2015

## Language e-learning tool for vocations – share the standards

### Summary

The project aimed to work out an effective model for teaching vocational languages and to develop innovative approaches to vocational language learning, including the creation of tools and techniques to facilitate the process (e.g. an e-learning tool).

The project developed the following courses:

- English language course for psychologists based on the Language Competence Framework of Reference for the Vocations (LCFRV);
- A language course in English and Italian for organic food, gastronomy and graphic and design-based sectors based on the LCFRV;
- A language course for footwear (English and Portuguese version).

The above courses have been commercialised, hence there is no access to these courses; however, the manual and training materials on how to develop e-learning approaches can be accessed from the site.

### Main outputs

Title of product	Description	Format	Language
<b>LCCTV manual</b>	A manual with the description of language levels for different vocations	PDF	EL, EN, IT, PL, PT
<b>Teacher Training Set</b>	Training material tailored for language teachers (teaching vocations) on how to use e-learning in their work, and how to combine traditional teaching with e-learning	PDF Word	EN, IT, PT

**Coordinator:** Globalnet Sp. z o.o (PL)

**Countries:** EL, IT, PL, PT

**Web resources:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplplus-project-details-page/?nodeRef=workspace://SpacesStore/5f687248-55eb-4025-925d-5c28a231f3bc>

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2011–2014



## E-STEP – Supporting teachers' and parents' partnerships through social networking technologies

### Summary

This project set out to raise teachers' and school managers' awareness, motivation, knowledge and skills in using ICT networking tools. It provided online facilities to support networking amongst schools, teachers and parents and a training framework to develop their ICT skills in using social networking tools.

### Main outputs

Title of product	Description	Format	Language
User Needs Analysis	Findings from a needs analysis survey carried out with practitioners	PDF	EN
Design of Training Framework	Training framework design and guide	PDF	EN
Reports	Seminars, online training sessions reports	PDF	EN
Good Practice Guide	The guide includes a summary of the project findings on teachers' needs and aspirations. It also includes a review of good practices in schools across six countries	PDF	EN

**Coordinator:** Computer Technology Institute and Press 'Diophantus' (GR)

**Countries:** AT, BG, EL, IE, UK

**Web resources:** <http://hermes.westgate.gr/esteP/>

**Funding type:** Comenius Multilateral Projects

**Dates:** 2013–2015

## Learn to teach by social web (L2T) – developing a curriculum for teachers to exploit the added value of social web for didactical aims

### Summary

The 'L2T' project explored the potential of using social media as part of the teaching and learning processes in schools. The project was based on a social innovation approach rather than a technological one. Social innovation is an approach that changes the way people communicate, work and learn. Examples of such applications are wikis, blogs, communities (e.g. YouTube) and mobile services (e.g. Twitter).

The project developed a teaching curriculum which includes a guide for teachers who do not have social media experience.

### Main outputs

Title of product	Description	Format	Language
Teaching Curriculum	A collection of resources that a group of international teachers have assembled to demonstrate how to use social media in classroom teaching	Website	DE, DK, EN, ES, IT

**Coordinator:** Technische Universität Dortmund, Sozialforschungsstelle (DE)

**Countries:** BE, CZ, DE, DK, ES, IT, UK

**Web resources:** [www.learn2teach.eu](http://www.learn2teach.eu)

**Funding type:** Comenius Multilateral Projects

**Dates:** 2012–2014

## TALETTE – Teaching maths through an innovative learning approach and content

### Summary

This project explored different approaches to teaching maths. A survey with 15-year-old students was carried out to assess their mathematical and basic competences in science and technology. Innovative didactic tools for teaching maths were also developed to help raise learners' interest levels and motivate them to study maths. Learners were also asked to test the tools developed to assess their usefulness.

### Main outputs

Title of product	Description	Format	Language
<a href="#">Report on Selected Assessment schedules</a>	Criteria used to assess skills	PDF	BG, EL, EN, IT, TR
<a href="#">Compendium of the TALETE Experience</a>	A report on the products developed. It also includes the presentations delivered and a structure of the workshops organised	PDF	BG, EL, EN, IT, TR
<a href="#">User Guidelines</a>	Guidelines on how to access the online course developed	PDF	BG, EL, EN, IT, TR

**Coordinator:** Università degli Studi Guglielmo Marconi – Telematica (IT)

**Countries:** BG, EL, IT, TR, UK

**Web resources:** [www.taleteproject.eu](http://www.taleteproject.eu)

**Funding type:** Comenius Multilateral Projects

**Dates:** 2011–2013

## ICT for IST – ICT for Innovative Science Teachers

### Summary

The 'ICT for IST' project aimed to help teachers to develop skills in using ICT in teaching. It was based on an old Comenius project entitled 'IT for US (Information Technology for Understanding Science - 119001-CP-1-2004-1-PL-Comenius-C21)' which developed products on how to embed ICTs in practical science teacher training courses. This project extended the scope of the 'IT for US' project. It developed online resources and videos which could be used for teacher training courses.

The final materials illustrate the integration of different ICT methods like data logging, modelling, video measurement and simulation in science teaching.

### Main outputs

Title of products	Description	Format	Language
<b>Modules</b>	12 modules focusing on a single science topic. Each module includes notes for teachers	PDF	EN, PL
<b>Resource Guide</b>	A resource guide for teachers and teacher trainers	PDF	EN, PL
<b>Videos</b>	Videos on data logging experiments focused on different scientific experiments	Vime.com	EN

**Coordinator:** Osrodek Edukacji Informatycznej i Zastosowan Komputerow (PL)

**Countries:** AT, CY, CZ, NL, PL, UK

**Web resources:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/63e15ad5-1647-471c-917d-0b45803aff3a>

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2009–2011

## Lit-Tech – Literacy and adult basic education with information technologies

### Summary

The 'Lit-Tech' project aimed to improve literacy and numeracy skills of adult learners using ICT approaches. It focused on the transnational exchange of best practices from partners in Germany, UK, Portugal and Slovenia. The main objective of the partnership was to learn from each other and assess different approaches through which ICTs can be used to support adult learners with basic skills needs. It collected examples of good practices used by the different partners.

### Main outputs

Title of product	Description	Format	Language
Best practice collection	Literacy and adult basic education with information technologies	PDF	EN

**Coordinator:** Fortbildungsakademie der Wirtschaft (FAW) gGmbH, Akademie Chemnitz (DE)

**Countries:** DE, PT, SI, UK

**Web resources:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplplus-project-details-page/?nodeRef=workspace://SpacesStore/e75905ed-ef43-4545-8571-1eb319bdf63b>

**Funding type:** Grundtvig Learning Partnerships

**Dates:** 2012–2015

## TKEY – teaching EU key competence in high-interaction learning (HIL)

### Summary

The 'TKEY' project developed methods for teaching key competences using innovative digital technologies such as interactive whiteboard (IWB), combined with concepts and mind maps and other high-interaction learning (HIL) tools.

Products developed included a collection of the best practices on teaching key competences using ICT tools, and a handbook on teaching key competences with IWB, using concepts and mind maps and other HIL and Open Education Resource (OER) tools.

### Main outputs

Title of product	Description	Format	Language
Action research projects	Action research projects carried out by teachers involved in the project	PDF	IT
Teacher guides	Handbook and practical guide and tools for teachers on how to teach key competences in HIL environments	PDF	EN
Educational resources	HIL resources for teachers	Website	IT
Concept maps	Concept mapping tools and tutorials	Power Point Website	IT
Mind maps	Introducing the use of mind maps	Website	IT

**Coordinator:** Ente Acli Istruzione Professionale Friuli Venezia Giulia (IT)

**Countries:** BE, CH, IT

**Web resources:** [www.tkeyhil.eu](http://www.tkeyhil.eu)

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2013–2016

## Early Change – Promoting the professional development of early childhood educators

### Summary

This project supported the professional development of 120 teachers who teach early childhood education in six countries (Greece, Finland, Denmark, Portugal, Romania and Cyprus) using the Early Childhood Environmental Rating Scale-R developed by the Frank Porter Graham Child Development Institute (<http://ers.fpg.unc.edu/>).

An interactive e-book presents the results of a comparative study which focuses on the quality of the early childhood educational systems in the six countries involved in the project, and a selection of good practice examples for teachers was developed as part of the project's activities.

### Main outputs

Title of products	Description	Format	Language
<b>e-Book – Good Practices in Early Childhood Education</b>	A book that looks at early childhood education from the perspectives of the six partner countries involved in the project	PDF	EN

**Coordinator:** Alexander Technological Educational Institute of Thessaloniki (GR)

**Countries:** CY, DK, EL, FI, PT, RO

**Web resources:** <http://earlychange.teithe.gr/>

**Funding type:** Comenius Multilateral Projects

**Dates:** 2011–2014

## Digital Literacy 2.0 (DLit2.0) – train the trainer and qualify the user

### Summary

The project 'Digital Literacy 2.0 (DLit2.0)' explored how to develop and implement training programmes for staff in formal and informal learning settings such as public libraries and community and care centres using ICT approaches. It also researched how to use Web 2.0 to deliver ICT-based non-formal learning provision to socially disadvantaged groups.

### Main outputs

Title of products	Description	Format	Language
<b>DLit2.0 curriculum</b>	Approaches to developing a Digital Literacy 2.0 curriculum	PDF	EN, DE, FR, NL, PL, PT
<b>ICT tool database</b>	A search engine of a database of ICT tools for use in either training or dissemination activities	PDF	EN
<b>Final conference</b>	Discussion of best practices in using ICTs in formal and informal learning settings	Web PDF	EN

**Coordinator:** Stiftung Digitale Chancen (DE)

**Countries:** BE, BG, DE, FR, PL, PT, UK

**Web resources:** [www.digital-literacy2020.eu](http://www.digital-literacy2020.eu)

**Funding type:** Key Activity 3 ICT Multilateral Projects

**Dates:** 2012–2014



## CTILLS – Creative Thinking in Literacy and Language Skills

### Summary

The project focused on developing methodologies linked to three existing bodies of knowledge and techniques: creative thinking; informal learning; and the use of ICTs in the development of literacy and language skills. The aim was to increase the competences of teachers in providing learners in adult education with the key essential skills that they need to participate fully in society. It brought together formal theories and principles of creative thinking, informal learning and ICT approaches which can be applied in different contexts to support teaching and learning within the areas of literacy and foreign language education.

### Main outputs

Title of product	Description	Format	Language
<b>Good Practice</b>	Best practice collection in applying creative thinking in literacy and language teaching	PDF	EN
<b>Train-the-Trainer Guidelines</b>	An overview of creative thinking along with a deliverable training plan, including resources	PDF	EN
<b>Creative thinking links</b>	Links to explore different approaches to creative thinking and mindful tools	Website	EN
<b>Training package</b>	A training package for teachers developed as a four-volume downloadable manual. Each volume provides ready-to-use teaching resources within a specified theme, based on activities using formal creative thinking methods	PDF	EN
<b>DVD</b>	A DVD presentation which provides insights into creative thinking as a promotional tool	Video	EN

**Coordinator:** Language Education & Partnerships Ltd (UK)

**Countries:** DE, HR, IT, UK

**Web resources:** <http://creativethinkingproject.eu>

**Funding type:** Erasmus+ Key Action 2 Strategic Partnerships – Adult education

**Dates:** 2014–2016

## ShareIT – Trainers in literacy and basic skills informal knowledge transfer

### Summary

The project developed an informal exchange network to enable tutors and trainers to share their professional experiences in delivering literacy and basic skills provision in Europe by using innovative methodologies and tools such as social media and Web 2.0 tools. The aim was to transfer effective approaches to delivering literacy and basic skills of teachers and trainers working in this area.

### Main outputs

Title of product	Description	Format	Language
<b>ShareIT Handbook</b>	The handbook contains descriptions of 10 best practices from a variety of providers across Europe	PDF	EN
<b>Twenty-Five Practices</b> <b>Best</b>	A collection of 25 best practices in informal and non-formal learning of course instructors in literacy and basic education	PDF	EN
<b>Trainer platform</b>	Video channels of the project	Video	EN

**Coordinator:** Glasgow Clyde College (UK)

**Countries:** CH, DE, PL, UK

**Web resources:** <http://shareit-gmp.eu>

[https://www.youtube.com/channel/UCMeIWCaGUbGd-P3PB\\_SLnUg](https://www.youtube.com/channel/UCMeIWCaGUbGd-P3PB_SLnUg)

**Funding type:** Grundtvig Multilateral Projects

**Dates:** 2014–2015

## INSPIRE-ICT – Inspiring professional lifelong excellence in ICT teacher development

### Summary

'INSPIRE-ICT' aimed to improve teachers' digital skills and lifelong competences by promoting the use of context-based learning approaches and techniques on how to embed technology in the training curriculum. The project is based on FUNecole,<sup>1</sup> an educational curriculum that integrates ICT skills with social skills development in education.

The project introduced a set of ICT tools for teachers to use in their teaching and learning activities. It also trained teachers on how to use ICTs in different teaching and learning approaches.

### Main outputs

Title of product	Description	Format	Language
Teacher development websites	Examples of FUNecole's curriculum resources which include lesson delivery and preparation presentations, exercises, games, modes of delivery documents and lesson-themed videos	PDF	EN
The school administration websites	Examples of how administrators can create and maintain e-learning platforms	PDF	EN
FUNecole Open site	A platform that offers a blended learning solution for primary education	Website	EN

**Coordinator:** Digipro Computer Consultants Ltd. (CY)

**Countries:** CY, EE, EL, RO,

**Web resources:** [www.funecole.com](http://www.funecole.com)

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2008–2010

<sup>1</sup> [http://www.digipro.com.cy/digipro\\_page.php?mm=aboutUs&sm=FUNecoleResearch](http://www.digipro.com.cy/digipro_page.php?mm=aboutUs&sm=FUNecoleResearch)

## (e)VET2EDU – Supporting vocational teachers and trainers in e-learning

### Summary

The project developed a course based on innovative pedagogical methods to support teachers and institutions in the VET sector to integrate new qualification frameworks into their teaching practices.

The course developed under the project is based on a previous course developed in Poland. This course was updated and adapted by partners for teachers in the VET sector.

Products from the project were tested with an international group of 100 teachers in all the partner countries.

### Main outputs

Title of product	Description	Format	Language
<b>OPEN e-learning courses</b>	Different modules of online training courses for VET teachers on how to develop e-learning	Website	CR, CZ, EL, EN, ES, IT, LT, NO, PL
<b>Handbook for Facilitators</b>	A handbook for facilitating an e-learning course in a VET context. Potential users will need to request a copy by completing a form	PDF	CR, CZ, EL, EN, ES, IT, LT, NO, PL
<b>Piloting Report</b>	A report on the piloting of the course. It includes information on how the course was piloted, monitored, evaluated and refined	PDF	EN
<b>Guidelines and Recommendations on e-Learning in VET</b>	Report discusses best practices on e-learning in VET based on interviews with practitioners	PDF	EN
<b>Moodle OPEN course</b>	Moodle course on how to design and facilitate an online course	Moodle	CR, CZ, EL, EN, ES, IT, LT, NO, PL

**Coordinator:** Akademia Górniczo – Hutnicza im. St. Staszica w Krakowie (PL)

**Countries:** CZ, ES, HR, IT, LT, NO

**Web resources:** <http://evet2edu.eu>

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2012–2014

# Institutional strategies to enable the use of ICTs in teaching and learning

## Yourvid YESdigital

### Summary

The project promoted the use of ICTs such as digital videos and social networks in teaching VET subjects. It developed a report on the use of problem-based learning (PBL) in European VET education, and an e-learning platform with courses about digital video, sustainable energy and social networks. A video repository with examples of different subjects taught in the VET sector is also available.

### Main outputs

Title of product	Description	Format	Language
<b>Report on the use of European PBL in VET Education</b>	Provides an overview of PBL and how this is used in European VET	PDF	EN
<b>Final Assessment of the VET EDU-Video</b>	Report on the experiences of VET teachers who used the VET EDU-video in the partner countries	PDF	EN

**Coordinator:** Confederación Española de Centros de Enseñanza (ES)

**Countries:** ES, IE, IT, RO, TR

**Web resources:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/e6c68da9-68b1-429c-850b-3d843ed930e7>

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2013–2016

## VLEs4VET – Innovative learning platform for VET

### Summary

The project sought to address the gap in the use of virtual learning environments (VLE) in the VET sector. It aimed to transfer positive experiences and knowledge in the use of learning platforms from organisations in the VET sector.

A survey was carried out with education organisations in Europe to determine their needs, experiences and preferences regarding learning platforms/VLEs. Other products developed include guidelines on how to select VLE platforms for VET institutions.

### Main outputs

Title of product	Description	Format	Language
Survey Report	Report on selecting an organisation-wide learning platform solution	PDF	EN
Responding to the e-Learning Challenge: Selecting a VLE	The experience of City Dublin Vocational Education Committee (CDVEC) – general and Moodle-specific CPD materials for teachers	PDF	EN
Basic ICT for VLEs	An introduction to basic ICT for teaching staff working with new VLEs	PDF	EN
What is a VLE?	An overview of a VLE system – explanation of commonly used terms and abbreviations	PDF	EN
Benefits of VLE	A report on the benefits of using VLE in teaching and learning	PDF	EN
Initial Lessons in Using a VLE	Training booklet for teachers	PDF	EN
20 Quick Wins VLE	A guide on how to start using VLE to enhance teaching and learning	PDF	EN
20 Quick Wins with MOODLE	A guide for teachers on how to use Moodle VLE	PDF	EN
Conference presentations	Presentations from the conference which highlight case studies on using VLE to enhance teaching and learning	PDF PowerPoint	EN

**Coordinator:** Fast Track into Information Technology Limited (IE)

**Countries:** IE, IT, NL, UK

**Web resources:** [www.vles4vet.eu](http://www.vles4vet.eu)

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2009–2011

## SMILEON – Supporting innovative learning approaches through mobile integration in the workplace – oncology nursing

### Summary

This project explored a new approach to delivering vocational training in oncology nursing using mobile devices. It introduced the use of a mobile learning platform as part of the training activities to enhance teaching and learning in oncology nursing. The aim was to help nurses communicate with each other and their tutors through this platform. Nurses could also access learning materials on this platform.

### Main outputs

Title of product	Description	Format	Language
Supporting Innovative Learning Approaches through Mobile Integration in the Workplace – Oncology Nursing	Needs analysis report	PDF	EN
Reasons to Use Technology in Oncology Clinical Settings	A video showing how oncology nurses use a new technology to keep up to date in their clinical practice in the Czech Republic	Video	CZ
How Do Hospitals Use Social Media?	An infographic on how some hospitals use social media	Infographic	EN
European Directory of Health Apps 2012–2013	A manual containing a list of all the health applications available in Europe	Website	EN

**Coordinator:** National Centre of Nursing and Other Health Care Professions, Brno (CZ)

**Countries:** CZ, ES, IT, LT, SK, TR

**Web resources:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplplus-project-details-page/?nodeRef=workspace://SpacesStore/f7ca11a8-15d1-4c1f-8957-9a31dec4ca83>

**Funding type:** Leonardo da Vinci Development of Innovation

**Dates:** 2011–2013

## WASTRE – Online learning modules for waste treatment, waste disposal and waste recycling

### Summary

This project introduced new approaches to delivering waste management and treatment training. These included the use of multimedia (music, sound effects, voice-overs, videos and animations) and Web 2.0-based communication and collaboration technologies such as discussion forums, chat, email, blog, Wikipedia publishing systems, IP-based audio, videoconferencing and interactive TV.

The project also developed a distance learning course for waste treatment, disposal and recycling. The online system involved a Moodle e-learning system and a multimedia e-book. Users will need to create an account to access the training modules.

### Main outputs

Title of product	Description	Format	Language
Training modules	Study materials prepared in four modules: <ul style="list-style-type: none"> <li>• Waste management procedure</li> <li>• EC action plans and directives, acts and regulations relating to solid waste</li> <li>• Solid waste treatment recycling technologies and equipment</li> <li>• Evaluation of alternatives of waste treatment recycling technologies and equipment</li> </ul>	PDF	CZ, DE, EN, SK, TR

**Coordinator:** Slovak University of Technology in Bratislava (SK)

**Countries:** CZ, DE, EN, SK, TR

**Web resources:** [www.wastre.eu](http://www.wastre.eu)

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2011-2014



## **INOVATELL – Innovative touchless technologies in lifelong learning for people with severe disabilities**

### **Summary**

The main purpose of the project was to develop and implement a technological solution that would help people with limited hand function to participate in lifelong learning, through the use of remote-control specialised software on mobile and stationary computer devices operated by head or hand gestures (INOVATELL).

### **Main outputs**

<b>Title of product</b>	<b>Description</b>	<b>Format</b>	<b>Language</b>
<b>E-learning programme</b>	Computer literacy programme	Website	EN, LT, PT, SL
<b>Remote-control computer software</b>	Touchless computer control software	Website	EN, LT, PT, SL
<b>Knowledge management centre</b>	User manuals and lessons learned information	PDF	EN, LT, PT, SL

**Coordinator:** Valakupiai Rehabilitation Centre, Lithuania (LT)

**Countries:** LT, PT, SK

**Web resources:** <http://inovatell.reabilitacija.lt>

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2013–2015

## e-VIRTUE – ECVET (European Credit system for Vocational Education and Training) for virtual learning (VL) professions

### Summary

The 'e-VIRTUE' project explored the different roles needed in a virtual learning (VL) environment such as a learning technology strategist, virtual classroom facilitator and blended learning curriculum designer. The project mapped VL professions in participating countries against the European Qualification Framework (EQF) and e-Competence (e-CF) frameworks.

It built on research carried out by project partners that explored how digital jobs can be mapped to e-CF, EQF and ECVET frameworks in line with market needs, and how to assign ECVET points from learning and training outcomes to digital roles.

### Main outputs

Title of product	Description	Format	Language
<a href="#">Research Report on Knowledge, Skills and Competences Needed in Virtual Learning Jobs</a>	This report summarises the main findings of desk research conducted in partner countries, targeted at identifying the competence needs for job roles needed in an e-learning environment	PDF	EN
<a href="#">European Specialist Profiles in VL Jobs</a>	Digital learning job profiles	PDF	EN
<a href="#">List of Qualification and Training Programmes in the Virtual Learning Sector</a>	Research findings on relevant training and qualification programmes	PDF	EN
<a href="#">Training Guidelines for VET Providers in the Field of Virtual Learning</a>	Training guidelines for VL profiles	PDF	EN

**Coordinator:** Wroclaw University of Economics (PL)

**Countries:** DE, EL, FR, PL, UK

**Web resources:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/d5ad30b4-9950-4929-9beb-4427db02252e>

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2013–2016

## e-Archaeology – E-learning as a tool of knowledge transfer in the field of protection and management of archaeological heritage

### Summary

The project designed, developed, tested, assessed and implemented innovative solutions for upgrading vocational skills in the archaeological sector at the European level. This involved new vocational training tools and products using ICTs which would promote access to vocational training.

The target group were professionals in archaeological heritage protection and management sectors, as well as graduates and students interested in this field of expertise from all participating countries.

Products developed include modules for open learning, a website and teaching materials to support distance learning.

### Main outputs

Title of product	Description	Format	Language
e-Archaeology – heritage educational portal	An e-learning platform with teaching materials linked to archaeology	Web portal	EN

**Coordinator:** Adam Mickiewicz University (PL)

**Countries:** DE, LV, NL, PL, SE

**Web resources:** <http://e-archaeology.org>

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2007–2009

## TENGEN – Connect the teachers to reach and teach the Net Generation

### Summary

The consortium of this project renewed the Hungarian training modules developed by a former Leonardo da Vinci project called 'TENGEN' which developed teachers' e-learning competences.

The project developed an online training programme for teachers and trainers in five modules and three languages (HU, EN, TR) using a Moodle environment. The course was piloted in three countries (HU, EN and TR).

### Main outputs

Title of product	Description	Format	Language
<b>Needs Report</b> <b>Analysis</b>	A survey on the use of computers across the participating countries	PDF	EN
<b>Teacher Questionnaire</b>	Questionnaire on the use of ICT in teaching	PDF	EN
<b>Pedagogical Model and Competency Framework</b>	Explains the TENGEN pedagogical model	PDF	EN
<b>TENGEN Curriculum</b>	A guide to the TENGEN syllabus and curriculum	PDF	EN
<b>TENGEN Workflow and Storyboard</b>	A guide on how to implement TENGEN course components in a Moodle environment	PDF	EN

**Coordinator:** Prompt Education Centre for Informatics (HU)

**Countries:** HU, IT, TR

**Web resources:** [www.tenegen.eu](http://www.tenegen.eu)

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2008–2010

## iTongue – Our Multilingual Future!

### Summary

This project developed a new generation of digital tools for foreign language learning linked to arts and games. These tools can be used by individuals in their everyday activities such as shopping, driving, cooking and jogging.

There are free downloads for language learners. For language decoders, there is open access to networking tools for transnational cooperation in support of bilingual audio literature and an 18-hour academic curriculum with slide shows. For trainees, there are samples of ICT tools and guidance documents.

### Main outputs

Title of product	Description	Format	Language
Tools for the production of language learning materials	Links to internet resources to access free images and music; instructions on how to record sound, process images and come up with new ideas	Website	EN

**Coordinator:** Musik-Union e.V (DE)

**Countries:** BG, CH, DE, HR, PL, PT, TR, UK

**Web resources:** [www.itongue.eu](http://www.itongue.eu)

**Funding type:** Grundtvig Learning Partnerships

**Dates:** 2013–2016

## TOOLS – Tools for content and language integrated learning (CLIL) language teachers

### Summary

This project developed a free online tool which enables language teachers to create multimedia web pages for language learning. This tool can automatically link words to online dictionaries in over 100 languages. A unique feature of the tool is the way it treats embedded texts; at the touch of a button, all words are automatically linked to the project's bespoke dictionary interface Multidict. Multidict enables users to switch easily between online dictionaries in multiple languages. The online tool has been optimised for mobile devices (e.g. iPads, smartphones etc.).

### Main outputs

Title of product	Description	Format	Language
<b>Online service</b>	<p>Ciilstore: A tool that enables students to find language videos at their level, with transcripts where every word is linked to a choice of online dictionaries</p> <p>Word link: A tool that enables teachers to store and organise multimedia word-linked learning units for use by students</p> <p>Multidict: A tool that enables users to switch between online dictionaries in different languages</p>	Website	Various
<b>Tools, Manuals and Guides</b>	A guidebook on how to use the online service (Ciilstore)	PDF	EN, ES, LT, PT
<b>Materials for teacher courses</b>	Course guides and materials including sample plans and PowerPoint presentations with a list of useful links	PDF	EN
<b>Learning units produced using the online service</b>	Teaching materials and units with videos and texts (words linked to 100+ languages)	PDF	Various languages
<b>Videos</b>	<p>Do-it-yourself videos:</p> <ul style="list-style-type: none"> <li>– One for language learners which shows how to make the best use of the tools and units the project has developed</li> <li>– One for language teachers showing a step-by-step process on how to develop multimedia-rich language learning units where all words are linked to online dictionaries</li> </ul>	Videos	Catalan, CZ, DK, EN, ES, LT

**Coordinator:** Syddansk Erhvervsskole Odense-Vejle (DK)

**Countries:** DK, ES, LT, PT, UK

**Web resources:** [www.languages.dk](http://www.languages.dk)

**Funding type:** Key Activity 2 Languages Multilateral Projects

**Dates:** 2012–2014

## MOOS – Mutual Open and Online Skills

### Summary

The MOOS project aimed to improve the use of ICT and Open education resources (OER) in high schools. The objective was to enhance the quality of teaching by strengthening the teaching competences of teachers in the use of OER in participating schools. The main output of the project is a platform which allows users to access online courses provided by partner organisations.

It developed a curriculum based on OER Web 2.0 approaches. These approaches were developed to extend the accessibility of high school courses, particularly for disadvantaged students, to prevent and reduce early school leaving.

### Main outputs

Title of product	Description	Format	Language
Learning platform	Users will need to register to access the learning platform. Registration is free. Once registered, potential users can view the courses developed using Web 2.0 approaches	Website	EN

**Coordinator:** Liceo Scientifico Statale Galileo Galilei (IT)

**Countries:** DE, ES, FI, IT, PL, SE, UK

**Web resources:** [www.moos-online.eu](http://www.moos-online.eu)

**Funding type:** Erasmus+ Key Action 2 Strategic Partnerships – School education

**Dates:** 2014–2017

## FLiP – Future learning perspectives

### Summary

The project focused on providing opportunities for teachers and learners to engage with innovative digital technologies such as game-based learning, micro technologies and Web 2.0 applications, and evaluate their potential in enhancing learning. Teachers who participated in the activities delivered under the project were encouraged to use online environments to engage and collaborate with their colleagues, and to develop teaching models and schemes using digital technologies to improve their skills and competences.

### Main outputs

Title of product	Description	Format	Language
<b>Game-Based Learning</b>	A video on the designing processes involved in developing a game	Videos	EN
<b>Modern languages</b>	French, Irish and English podcasts describing the town and regions of France, Ireland and England	Videos Presentations	EN
<b>Regional Food</b>	Presentations and podcasts on different regional foods	Videos Presentations	EN
<b>Maths</b>	Various maths activities	Videos Presentations	EN

**Coordinator:** Southern Education and Library Board (UK)

**Countries:** AT, UK

**Web resources:** <http://flip.eduhi.at>

**Funding type:** Comenius Regio Partnerships

**Dates:** 2011–2013



## Digital literacy strategies to help learners acquire digital competences

### Create-IN – Collaborative education approach to production of a creativity e-portfolio as a promotion and job search possibility

#### Summary

The project created a 'Create-IN' web application to provide young creative people with a modern, interactive and user-friendly resource to demonstrate their work to potential employers via videos and photographs within an e-portfolio format. The aim was to enable and encourage job seekers (students, already employed and unemployed) interested in creative professions to use e-portfolios as a tool for presenting their skills and knowledge acquired from vocational training.

The young people involved in the project also worked with 11 job seekers who helped them to prepare their e-portfolios.

#### Main outputs

Title of product	Description	Format	Language
My Portfolio	Videos on how to create portfolios	Video	EN, SI

**Coordinator:** Secondary School for Design Maribor (SI)

**Countries:** NL, SI, UK

**Web resources:** <http://create.nuimo.si>

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2011–2014

## e-LIFE – E-learning virtual centre for people with physical disabilities

### Summary

The project developed a two-stage training programme for people with disabilities on how to use computer-aided design and drafting (CADD), graphics, web design and Microsoft Office. The aim was to support those who had physical disabilities in working virtually from home as freelancers, self-employed or entrepreneurs. The two-stage training process involved:

- Training on 'how to become a virtual assistant' based on the general principles of developing a business from home, and how to work as a self-employed person (or as 'virtual assistants');
- Training on IT applications such as CADD, graphics design, web design, Microsoft Office (Word, Excel processing).

### Main outputs

Title of product	Description	Format	Language
Improve Your Skills in MS Office 2010	This module is meant for advanced users of MS Office. The module is delivered in the form of four videos in partner country languages	Videos	EL, ES, RO, SK, TR
Graphic Course (Adobe Photoshop and CorelDraw)	This module provides participants with practical knowledge on how to start and create advertisement graphic and layouts for web pages. It consists of videos on how to use different graphic design software programmes	Videos	EL, ES, RO, SK, TR
e-LIFE Web Design Course (Dreamweaver, Flash and Joomla!)	A guide on the basic design principles of creating a website	Videos	EL, ES, RO, SK, TR

**Coordinator:** Asociatia Fundatia H Pentru Invatamant La Distanta Destinat Persoanelor Cu Handicap (RO)

**Countries:** EL, ES, RO, SK, TR

**Web resources:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/d9ef2a4e-9720-4998-8d3e-5794deabbc0f>

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2011–2013

## MOtech – Motivating new technologies for adult education in rural areas

### Summary

The purpose of this project was to encourage and guide adult learners in various parts of Europe to participate in creative learning and activities using new information technology tools. The objective was to develop adult learners' skills in computer literacy and foreign languages using creative education and e-learning methods.

The partnership created a European-wide forum for the project and a sustainable platform for the future development of creative education.

### Main outputs

Title of product	Description	Format	Language
<b>Open and Distance Education: From Theory to Practice</b>	Workshop for adult education teachers on the importance of using ICT in teaching	Video	EN
<b>The Digital Profile of Professionals in Education: Can we Handle Digital Natives?</b>	Presentation of studies on the digital profile of educational professionals	Video	EN
<b>Manual on the Experiences of Using ICT in Teaching and Learning Process</b>	A guide on the different ICT tools that can be used to teach adults	PDF	EN

**Coordinator:** Plunges Suaugusiųjų Svetimo Centras (LT)

**Contact:** sekretore@suaugplunge.lt

**Countries:** CY, FR, LT, PL, SE, TR

**Web resources:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/625123e7-b4c7-464c-a614-190f8ecf3be5>

**Funding type:** Grundtvig Learning Partnerships

**Dates:** 2013–2016

## Ar.Key – Augmented reality (AR) applied to training on key competences

### Summary

The general objective of the 'Ar.Key' project was to improve the key competences (mathematics and science and technology) of workers in the construction industry who had no qualifications, using a training system structure based on AR techniques to enable students to practise basic calculus and measurements related to design activities.

The final application is available for use on tablets and smartphones on Google Play (Android) or Apple Store (Apple).

### Main outputs

Title of product	Description	Format	Language
Ar.Key App Report	A guide on how to use the app	PDF	EN
Pilot Experience Report	A report on the pilot phase of using the app	PDF	EN
Identification of Key Competence Needs	A report of the training needs on key competences of unskilled workers from the construction industry carried out in partner countries	PDF	EN
Competences Map	A map of the key competences needed in the construction industry	PDF	EN

**Coordinator:** Fundación Laboral de La Construcción (ES)

**Contact:** jgonzalez@fundacionlaboral.org

**Countries:** DE, ES, IT, PT, RO

**Web resources:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/c42077d9-1352-46dd-b438-f5b9d89d23e2>

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2013–2016

## LIST – Leveraging the digital and ICT competences of senior women to extenuate the knowledge divide

### Summary

The 'LIST' project developed an ICT course for disadvantaged adults, particularly older women, to raise their awareness of the importance of being digitally literate.

It surveyed a sample of the target group to ascertain their ICT skills' needs and developed a curriculum on basic digital competences (ICT competences and digital literacy). Trainers were selected based on their experience of preparing and delivering didactic courses for disadvantaged learners.

### Main outputs

Title of project	Description	Format	Language
<b>Guidelines</b>	Guidelines on how to develop an ICT course for disadvantaged adults	PDF	EN
<b>Methodological guidelines</b>	A guide to planning and delivering intergenerational digital workshops for women aged 50+	PDF	EN
<b>Curriculum</b>	Curriculum of the training, including modules on emails, citizenship and safety	PDF	EN

**Coordinator:** Folkuniversitetet, Stiftelsen Kursverksamheten Vid Uppsala Universitet (SE)

**Countries:** AT, NO, PL, SE, UK

**Web resources:** [www.ictwomen.eu](http://www.ictwomen.eu)

**Funding type:** Grundtvig Multilateral Projects

**Dates:** 2013–2015

## ThinkB4UClick – Think before you click

### Summary

The project raised awareness of students on how to use computers in a safe and responsible way using different activities. Activities involved raising cultural awareness, intercultural and interpersonal competences, developing responsible online behaviour (according to common global codes) and using ICT as a learning tool to improve communication and language skills.

### Main outputs

Title of project	Description	Format	Language
<b>Final publication</b>	A report on the products from the project, which includes a collection of results, analysis of questionnaires and presentation of the project	Website	EN, ES
<b>e-Behaviour Code brochure</b>	Brochure containing rules of behaviour on the computer and internet for the schools in the project	Video	EN
<b>Guideline for Preventing Cyberbullying</b>	Discussions and debates collected during lessons on how to prevent cyberbullying. It also contains the results of questionnaire	Video	EN
<b>Guideline for Preventing Internet Addiction</b>	Discussions and debates collected during lessons on how to prevent internet addiction	Video	EN
<b>Digital multimedia platform with educational games</b>	A platform with links on educational games and lessons on how to teach about internet safety and dangers on the Internet, especially cyberbullying	Website	EN

**Coordinator:** Osnovna Šola Rodica (SI)

**Countries:** ES, SI TR

**Web resources:** <http://thinkbeforeuclickcomenius.blogspot.co.uk/>

**Funding type:** Comenius Multilateral School Partnerships

**Dates:** 2012–2014

## Key competencies for lifelong learning in education of seniors

### Summary

The project focused on the personal development of older people and the acquisition of key competences for life in the information society. The objectives were:

- To encourage elderly people to use networking ICT tools as well as mobile technologies;
- To create opportunities for older people to stay active;
- To contribute to the participation of older people in the current information society (InSoc);
- To strengthen relationships and increase social inclusion;
- To reduce the mistrust of networking ICT tools, resources and services and promote their benefits;
- To obtain good and demonstrative practices by carrying out pilot training experiences during the life of the project;
- To train trainers and management staff of adult and/or seniors training organisations and associations how to develop the ICT competences of older people.

### Main outputs

Title of product	Description	Format	Language
<b>Key Competences to Lifelong Learning in Education of Seniors – Pedagogical Curriculum</b>	The publication tackles the problems and dangers of the marginalisation of the elderly in a rapidly developing technology society. The author points to four types of competences necessary in understanding the social, cultural and civilisational changes brought about by the development of the internet society – these are: technological, social, communicational and cultural	Electronic publication Paper	EN, IT, PL

**Coordinator:** Fundacja Pro Scientia Publica (PL)

**Countries:** IT, PL, UK

**Web resources:** <https://sites.google.com/site/projectkeyka2/>

**Funding type:** Erasmus+ Key Action 2 Strategic Partnerships – Adult education

**Dates:** 2014–2016

## This is IT– Facilitating and fostering digital competence through volunteers

### Summary

The project developed activities targeted at citizens of all ages to help them enhance their digital literacy and competence. It developed a toolkit on how to support the acquisition of digital skills for volunteers and learners. A login is needed to access the toolkit.

The project also established a multi-stakeholder volunteer network to promote digital competence and raise awareness of the need for basic ICT training for digital skills development purposes.

### Main outputs

Title of product	Description	Format	Language
Toolkit	A toolkit on how to develop a basic digital skills training programme	Website	EN
Database of stakeholders, materials and practices that facilitate the use of ICT of at-risk groups	A database with a search engine to enable users to search for stakeholders that support the acquisition of digital skills	Website	EN

**Coordinator:** Militos

**Contact:** [fkaramanlis@militos.org](mailto:fkaramanlis@militos.org)

**Countries:** BE, CH, EL, LT, NO, PL, TR

**Web resources:** [www.thisisit4u.eu](http://www.thisisit4u.eu)

**Funding type:** Key Activity 3 ICT Networks

**Dates:** 2012–2014



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