Digi-skills SEN

Digital Skills Development for 21st Century Special Education Needs Teachers

2022-1-ES01-KA220-SCH-000085645

The Curriculum Pack

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ABOUT THE PROJECT

The "Digi-Skills SEN" Project offers an online educational platform and mobile tools to improve the digital skills and competences of SEN school teachers.

The Project aims to increase digital integration in education and particularly in special education.

PARTNERS

P1 – [FSR/Spain (coordinator)](#) - FUNDACION SORAPAN DE RIEROS, is an organization dedicated to the management services of labour insertion programs, management of integral therapeutic centres and management of psychosocial rehabilitation centres.

P2 – [Eurasia Association/Turkey](#) - EURASIA Association is created by 120 education volunteers to ensure digital and green transformation of the school society, providing specific education contents and materials.

P3 – [School Center for Inclusive Education Delfinul/Romania](#) - C.Ş.E.I "Delfinul" is a special education institution that provides quality services to students with disabilities in Constanta County.

P4 – <u>Maria Grzegorzewska University Special Education Academy/Poland</u> - Maria Grzegorzewska Academy of Special Education is the oldest pedagogical university in Poland, aimed to understand social needs, with particular emphasis on people with disabilities.

P5 – <u>VAEV R&D/Austria</u> – Vienna Association of Education is a non-governmental organization that is developing sustainable solutions to improve education and learning processes.

P6 – <u>Instituto Secular Hogar de Nazaret/Spain</u> - The Institution "Home of Nazareth" is a female Secular Institute in the service of the elderly, the intellectually disabled, the socially marginalized and immigrants.

About the Curriculum Pack

The Curriculum Pack is part of Work Package 2, which brings together all the scenarios of the developed educational modules related to the use of digital resources in special education. The main aim is to strengthen the digital competencies of teachers who work with children with different special educational needs.

The curricula have been divided into 11 modules related to different aspects of using technology in the educational process, among the topics covered are: recording interactive videos, creating posters and infographics, preparing podcasts, portfolios, blogs, websites, and attractive presentations. There is also a focus on the role of collaborative and distance learning platforms, creating tests and quizzes, and cybersecurity.

Curricula are targeted not only to educators and special educators, but also to anyone who would like to learn more about the practical use of technology in education.

Each curriculum has a simple, uniform structure, with information on the length of the learning module, its key objectives, the intended learning outcomes and the content of the learning module at key points. In addition, the reader will find interesting references to sources related to the topics covered in the curriculum.

The reading of the material should be complemented by reading the educational modules and watching the supporting video; there are an integral part of the developed output.

1. Recording and creating interactive videos

CURRICULUM

Partner: EURASIA

Target group: students and SEN teachers

Title of the topic		
Recording and creating interactive videos (P2)		
Duration of the course		
6 hours		
Main goals		
- Introducing interactive videos and their efficient assistance in learning - Describing the steps of the creation of an interactive video - Instructing on how to create video content and record it - Enhancing the editing process with the use of software - Providing a tutorial for the recording/converting process of the video to create an interactive video		
Learning Outcomes (Effects):		
Knowledge	**Skills**	**Attitudes**
To know the use of interactive videos in teaching & learning	To create video content on a selected topic for SEN student's education	To use an online environment to create learning materials for SEN students
To have a digital literacy	To record a video	To open to trying new technologies
To know how to edit the interactive videos	To edit the video	To be ready to experiment with new platform opportunities
To be aware of problems of SEN teachers in terms of the use of interactive videos	To use interactive video-creating and editing softwares	To create an interesting learning atmosphere for SEN students

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		To be motivated and ready to motivate and help students through interactive videos

Process step by step

1. What is an interactive video and how to create an interactive video?
2. How to develop video content?
3. The recording process of the video.
4. The editing process of the recorded video.
5. The most common software used in interactive video creation and use of the software in the editing of the videos
6. How to adapt the interactive videos to the learning& teaching process of SEN students
7. Possible problems for SEN teachers in the creation process of interactive videos, a tutorial to help them.
8. Checking knowledge quiz.

Methods and techniques

Active learning
Practical tasks
Tutorials observation
Text analysis

Didactic tools

Videos, infographics, articles, podcasts, PP presentations

Evaluation

An online quiz, online practical task

Resources

Laptop, camera, internet

Remarks

Consider the benefits of using interactive videos in special education, such as increased engagement, improved comprehension, and personalized learning experiences that cater to diverse needs and abilities.

Select platforms and tools that offer interactive video features and are accessible and user-friendly, based on the specific needs and technological capabilities of special education settings.

Learn about different interactive video techniques, such as branching scenarios, quizzes, hotspots, and clickable elements, and how to use them effectively to enhance student engagement and participation.

Plan and structure interactive video content with clear learning objectives and a logical flow, aligning interactive elements with desired learning outcomes and incorporating appropriate levels of interactivity.

Ensure accessibility in interactive videos for students with disabilities, by implementing features such as closed captions, audio descriptions, and adjustable playback speeds.

Record high-quality videos by following practical tips and techniques on lighting, sound, and framing, and edit videos to maintain student engagement and focus.

Assess student learning through interactive videos using embedded quizzes or interactive assessments, and gather feedback from students to continuously improve the effectiveness and relevance of interactive video content.

Foster a collaborative environment where special education teachers can share their experiences, challenges, and success stories related to creating interactive videos, and explore opportunities for professional development and ongoing learning.

Address privacy and safety concerns by following guidelines and best practices for maintaining privacy and securing interactive video content within the context of special education.

Keep up with evolving technology by staying updated with emerging trends and tools in interactive video creation, and encourage continuous professional development and exploration of new possibilities for enhancing special education through interactive videos.

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https://squeezegrowth.com/tr/best-tools-to-create-interactive-video-content/

https://helpx.adobe.com/captivate/using/interactive-video.html

2. Creating infographics and posters

CURRICULUM

Partner: ISHN

Target group: SEN teachers and professionals

Title of the topic
Creating infographics and poster (P6)
Duration of the course
5 hours
Main goals
1. Familiarize with infographics and posters. 2. Train in the planning of an infographic and the steps to follow. 3. Familiarize with the uses of infographics and posters. 4. Inform about the main tools for the elaboration of infographics: CANVA, GENIAL.LY, PIKTOCHARY, VISME, INFOGRAM, WORD … 5. Provide training through videos for the elaboration of infographics and poster templates. 6. Give examples of different infographics and posters.
Learning outcomes (effects):

Knowledge	Skills	Attitudes
To know the infographic concept	Be able to explain the concept	To have interest in the concept
To know the different steps to follow to create an infographic	Be able to design the schematics and conceptual maps	To adapts to the methodology provided
To know the different uses of the infographics and their applicability	Be able to apply practically the different uses of infographics and posters	To take initiative for its applicability
To know the main tools to make infographics	Be able to use the main tools with ease and control	To have a positive attitude in learning new educational tools

To deep dive into infographics through videos visualization	Be able to select the right videos	To participate effectively in the selection of videos.

Process step by step

1. The concept of infographics.
2. Fundamental steps for the realization of infographics and posters.
3. Main applications for educational infographics / posters
4. Difficulties that can emerge of the use of infographics and posters in SEN classroom environments
5. Most used tools: CANVA.INFOGRAM, WORD, GENERAL.LY , PIKTOCHARY , VISME,
6. Advantages and disadvantages of each tools
7. How to create free educational accounts for each one of the tools.
8. Explanatory videos about infographics
9. Check the knowledge acquired about infographics

Methods and techniques

Active listening
method participatory
Viewing of examples
Observation of tutorials of the different tools
Reading manuals

Didactic tools

Videos, tool manuals, infographics, articles, podcasts, PP presentations. educational blogs

Evaluation

Questionnaires of satisfaction of contents, Quizzes and realization of examples .

Resources

Laptop, internet, telephones smartphones , tablets

Remarks

When creating an infographic for special education, it's important to consider the unique needs and characteristics of the students. Ensure that these resources are accessible to individuals with diverse abilities. This may include providing alternative formats such as text descriptions for images, ensuring sufficient color contrast for readability, and using accessible fonts and sizes. Simplify complex information into clear, concise visuals.

Incorporate visual supports such as icons, symbols, and images to enhance understanding.

Some individuals with special needs may have sensory sensitivities. Keep this in mind when designing the infographic by avoiding overly flashy or distracting elements and ensuring that the layout is clear and easy to navigate.

References / Bibliography

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https://www.podcast.com

https://www.geneal.ly.com

https://www.infogram.com

https://blog.hubspot.es/marketing/ejemplos-infografias

3. Editing and creating Podcast

CURRICULUM

Partner: FSR

Target group: SEN teachers and professionals.

Title of the topic
Editing and creating Podcast
Duration of the course
6 hours
Main goals
Increasing awareness among teachers regarding the potential offered by podcasts as an educational tool within the teaching of people/students with special educational needs. Enhancing teachers' understanding on the use of podcasts as an educational tool and their benefits in general teaching and, more specifically, in teaching students with special educational needs. Promoting teachers learning to search for and use existing podcast resources in educational practice. Teaching teachers to create podcasts and use them in their lessons, as well as to introduce podcast creation in classroom work, as an innovative kind of educational practice. Providing podcast-related, digital skills to SEN teachers both to enrich teaching and to promote more stimulating learning for the students, according to current digital context.
Learning Outcomes (Effects):

Knowledge	Skills	Attitudes
To know the podcast format and its use in teaching and in the teacher's own learning.	Be able to integrate the podcast in teaching and in the teacher's own learning.	To have interest and motivation in the use of the podcast, both as a tool to teach students and as a tool for autonomous learning and

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		the professional development of the teacher.
To acquire knowledge about searching podcasts suitable for educational objectives.	To search for existing podcasts to complement and enrich learning.	To promote interest in educational innovation and knowledge recycling through the use and introduction of the podcast as a teaching tool.
To acquire knowledge for the creation of podcasts suitable for educational objectives.	To use the different online tools and resources to create podcasts suitable for educational objectives.	To extend podcast culture in teaching and learning.
To know how to transmit knowledge to students in terms of searching for educational podcast and creating podcasts.	To teach criteria to students to find podcasts that interest them and to create them.	To convey interest and motivate students to use sources of information in auditory format (podcast, audiobook...).
To explore how to put this knowledge into practice in the classroom.	To arouse interest in this media and create educational activities in which podcasts are included.	To convey interest in creative activities through new tools not used before.
To know possible adaptations that need to be included in these innovative activities based on the special needs of the students.	To implement adaptations to accommodate the podcast and its use to the specific and/or special needs of the students.	

List of contents

3.1 What is a Podcast
    3.1.1 Definition
    3.1.2 Brief story of podcast as a communication tool
    3.1.3 Types of podcasts
    3.1.4 Podcast platforms
3.2. Podcast as an educational digital resource
3.3. Accessible Podcast Creation Tools
    3.3.1 Design and structure

3.3.2 Content recording

3.3.3 First episode recording

3.3.4 Content editing

3.3.5 Content publication

3.4. Podcast as an educational tool

3.5. Methodological guidelines for adaptation and use of the podcast with SEN students

Summary

Try Yourself: Quiz to evaluate learning.

References.

Practical application of learning: "Design your own Podcast".

Methods and techniques
Reading and reflecting on text-based information. Analysis and experimentation of proposed podcast tools and resources. Thinking-based learning. Practical application of learning contents for a variety of learning and teaching purposes.

Didactic tools
PDF file and theoretical contents, complementary resources, contextualized examples, case studies and practical activities, videos, infographics, worksheets and flashcards, webinars.

Evaluation
Online quizzes - pre-learning and post-learning quizzes to compare the progress in learning. Practical activity based on a case study.

Resources
Laptop, camera, microphones, internet

Remarks
The approach to address this topic with the learners should be mostly practical, show the tools and encourage them to experiment and explore in an autonomous way, for example through project-based learning.

Consider different levels of digital literacy, knowledge and skills regarding the use of podcasts and adapt the difficulty accordingly. Provide extra support and guidance to those with more difficulties.

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4. Professional Development, searching and leveraging on available online SEN resources.

CURRICULUM

Partner: ISHN

Target group: SEN teachers and professionals

Title of the topic
Professional Development, searching and leveraging on available online SEN resources
Duration of the course:
5 hours
Main goals:
1 Provide tools and content to teachers for the development of new technologies. 2 Provide teachers with the necessary skills and motivation to search for online resources. 3 Train teachers in different online resources, for example browser, forums, educational blogs, teacher social networks to see the potential of digital tools. 4 Boost the motivation in continuous learning for the fast development of new technologies.
Learning Outcomes (Effects):

Knowledge	Skills	Attitudes
To familiarize with new tools for development in new technologies.	Be able to develop strategies and learning capacities in new technologies.	To assume with a positive attitude the importance of new learning in new technologies.
To develop new knowledge for daily practice in the classroom using digital tools	Be able to develop new skills in the use of tools and are autonomous in their use in the classroom.	To develop learning potential for the individualized adaptation of students to the available tools.

To know and use browser and educational resources: Duolingo, Prezzi, Google Classroom, Alexa classroom, virtual reality, Web page.	Be able to search the network independently for the different tools and use each of them in the classroom.	To know how to choose the appropriate tools in a functional and simple way.
The have data on the positive results from the use of new digital tools and web searches.	Be able to use satisfaction questionnaires to get positive results.	Be ready to resource search and a better organization and distribution of resources in the daily work of the classroom

List of contents:

4.1. What are digital tools and what are the most used online resource search engines in education.

> 4.1.1. Definition.
> 4.1.2. What are the most used online resource search engines in education?

4.2. How to access online search engines, new digital tools, high subscription, etc…

4.3. Organization of the digital tools according to the different utilities and abilities in the classroom.

> 4.3.1 LMS: learning management systems.
> 4.3.2. Archiving documents
> 4.3.3. Creating virtual classrooms
> 4.3.4. Video conferencing
> 4.3.5 Creating presentations
> 4.3.6 Gamifying Learning
> 4.3.7 Encouraging Pulp Participation

4.4. Development of abilities to choose the best tools for individual use, for the teacher himself or for the classroom group.

4.5 Use of alexa classroom

4.6. Use of google classroom.

4.7. Use of virtual reality.

4.8. Selection of web pages on special educational needs.

4.9. Evaluation of the benefits achieved individually, in the classroom and in the teacher

4.10. Correction and adaptation in the classroom of the tools according to the results obtained in people.

Test yourself.

Bibliography.
Methods and techniques:

- Active learning
    - Modeling
    - Observation of video tutorials
    - Questionnaire analysis.

Didactic tools:
Videos, postcast, online tutorials.
Evaluation:
Questionnaires for teachers. Student follow-ups Direct observation.
Resources:
Computers, tablets, internet, cameras.
Remarks:
Defining the search for online educational resources. Defining the didactic applications for the classroom of the different search engines and digital tools and their individual adaptation. Advantages and disadvantages of the different search engines and digital tools and their most frequent use. Empower the use of material shared by the teaching team, create a folder of digital tools among the group. Validate and verify the most appropriate results for our classroom or our student
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5. Education & information: Creating websites, blogs and Wikis for educational purposes

CURRICULUM

Partner: CSEI Romania

Target group: SEN teachers and students

Title of the topic		
Education & information: Creating websites, blogs and Wikis for educational purposes (P3)		
Duration of the course		
6 hours		
Main goals		
- to know about websites, a blog or a wiki for educational purposes - to know how to create a free website, blog or wiki for educational purposes - to create content aimed at SEN teachers		
Learning Outcomes (Effects):		
Knowledge	**Skills**	**Attitudes**
to know what a website is	to search and give examples of websites for educational purposes	to give examples on how to use educational websites in the classroom or in their free time
to know what a blog is	to search and give examples of blogs for educational purposes	to give examples on how to use educational blogs in the classroom or in their free time
to know what a wiki is	to search and give examples of wikis for educational purposes	to give examples on how to use educational wikis in the classroom or in their free time
to understand the relation between sites, blogs and wikis	to compare features of sites,blogs and wikis	to identify common aspects and differences

to know the main characteristics of sites/blogs/wikis	to compare different platforms	to evaluate
to know what the main steps are for creating a website/blog/wiki	to fallow the steps presented in turorials for creating a website/blog/wiki	to boost confidence in viewing and following the steps in the video presented
to know different sites/apps that can be used to create a website/blog/wiki	to compare different sites/apps that can be used to create a website/blog/wiki	to evaluate what personal or educational needs different sites/apps covers
to know how to create a simple free website, blog or a wiki	to start creating a website/blog/wiki using wix/blogger/wikipedia	to share the website, blog or wiki to friends, colleagues and/or social media
to integrate SEN content	To identify main measures to be taken in every stage of creation of content	To address accessibility for the content created

Process step by step

1. What is a website? (definition)
2. What is a blog? (definition)
3. What is a wiki? (definition)
4. Creating a database of examples of website, blogs, wiki for general and/or special education.
5. Relations between websites, blogs and wikis.
6. How to create a website?
7. How to create a blog?
8. How to create a wiki?
9. Integration of SEN content

Methods and techniques

Reading and reflecting on text-based or video information.
Analysis of case studies.
Thinking-based learning

Didactic tools

Video resources, theoretical contents, complementary resources, contextualized examples, case studies and practical activities, infographics, templates.

Evaluation

A general quiz at the end of the course
Resources
Laptop, camera, internet
Remarks
Every trainer should make an interactive course with different learning tasks
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6. Creating relevant and attractive presentations suitable for online interaction

CURRICULUM

Partner: CSEI Romania

Target group: SEN teachers and students

Title of the topic
6. Creating relevant and attractive presentations suitable for online interaction (P3)
Duration of the course
5 hours
Main goals
to know what a interactive presentation is to integrate interactive presentation in online interactions
Learning Outcomes (Effects):

Knowledge	Skills	Attitudes
to know what a presentation is	to search and give examples of definitions of presentation	to choose or create the appropriate definition for what a presentation is for education
to know different platforms and tools that can make presentations	to search and give examples of educational presentations created with different platforms/tools	to choose three favourite presentations from the examples given
to know different techniques to transform a presentation	to transform a static presentation into an interactive one	to evaluate a presentation by the degree of interactive elements included
to know what online interaction is	to search and give examples of definitions of what online interaction is	to choose or create the appropriate definition for what online interaction is for education

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to know how to integrate different interactive presentation in online interactions	to give examples of link, iframe, embed, link view, Qr code for different interactive educational presentations	to evaluate what is the simples way to integrate different interactive educational presentations for online use

Process step by step

1. What is a presentation?
2. Practical application: creating the definition for digital presentations for education.
3. What types of platforms/tools can be used to create presentations? (searching and comparing different platforms and tools)
4. Practical application: creating a database with examples of platforms and tools for making educational presentations.
5. What is an interactive presentation?
6. Practical application: creating a database for main features of an interactive presentation for education.
7. Practical application: evaluating different interactive presentations.
8. What is online interaction?
9. Practical application: creating the definition for online interaction for education.
10. What means to integrate? (creating a definition for educational purposes)
11. Practical application: integrating different presentations by using link, iframe, embed, link view, Qr code.

Methods and techniques

Reading and reflecting on text-based or video information.

Analysis of case studies.

Thinking-based learning

Didactic tools

Video resources, Ppt presentations and theoretical contents, complementary resources, contextualized examples, case studies and practical activities, ppt presentations, infographics, templates.

Evaluation

A general quiz at the end of the course

Resources

Laptop, camera, microphones, internet

Remarks

Every trainer should make an interactive course with different learning tasks

References / Bibliography

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7. Creating and managing online participatory places for students

CURRICULUM

Partner: APS

Target group: students and SEN teachers

Title of the topic
Creating and managing online participatory places for students (P4)

Duration of the course
5 hours

Main goals
Introducing common online participatory places and a short comparison between available tools Describing the opportunities of most popular places like Zoom, MsTeams, Discord, Clickmeeting Instructing on how to create an account on each of the platforms and manage the data Enhance the ability of navigating online environment while working with SEN students Facilitating peer learning and fostering a sense of community to share ideas, collaborate on projects and support each other

Learning Outcomes (Effects):		
Knowledge	**Skills**	**Attitudes**
knows the range of online participatory places	Can create an account on selected participatory places	Cooperates in a group in online environment
has a digital literacy	Can set-up a group meeting	Is open to try new technologies
knows how to adjust the platforms to SEN students	Can manage the data in online environment	Is ready to experiment new platform opportunities

Is aware of problems of SEN students in terms of use of online platforms	Can communicate effectively through online platforms, listen actively, share ideas, respond appropriately to the feedback	Creates friendly atmosphere while working online
	Can use through the platforms activating online methods eg. Surveys, mindmaps, braindstorming	Is highly motivated and ready to motivate and help students online

Process step by step

7.1 Ms TEAMS

7.1.1. About Ms TEAMS

7.1.2. How to create an account?

7.1.3. How to add members?

7.1.4. How to create teams?

7.1.5. How to store data?

7.1.6. How to use surveys?

7.1.7. How to create an assignment?

7.1.8. Possible problems of SEN students in the use of platform and how to help them

7.2. Zoom

7.2.1. What is Zoom?

7.2.2. How to create a Zoom account?

7.2.3. How to set the meeting, share meeting with others, chat, share screen and manage meeting on Zoom.

7.2.4. How to set the meeting and invite participants?

7.2.5. Zoom facilities for students with SEN

7.3. Discord

7.3.1. What is Discord and how to use it with SEN students

7.4. Clickmeeting

7.4.1. How to moderate a chat, share screen, use poles and surveys and start a conference meeting.

7.4.2. How to use Clickmeeting with SEN students

Methods and techniques

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Active listening
Experiments
Practical tasks
Tutorials observation
Text analysis

Didactic tools
Videos, infographics, articles, podcasts, PP presentations

Evaluation
An online quiz, online practical task

Resources
Laptop, camera, microphones, internet

Remarks

Define the purpose and scope of the participatory place: Be clear about what the participatory place is for and what kind of content is appropriate. This will help ensure that students are engaged and that the content is relevant and valuable.

Choose the right platform: There are many different platforms that can be used for creating participatory places, such as discussion forums, social media groups, and collaborative documents. Choose a platform that is easy to use and appropriate for the kind of content you want to share.

Set clear guidelines and expectations: Establish guidelines for behavior, such as respecting other users and refraining from posting inappropriate content. Also, set expectations for how often students should post and how they should engage with one another.

Foster engagement: Encourage students to participate by asking questions, posting interesting content, and responding to others. You can also offer incentives or rewards for participation, such as extra credit or recognition.

Monitor the participatory place: Regularly check in on the participatory place to ensure that content is appropriate and that students are engaged. Respond to questions or concerns and address any issues that arise.

References / Bibliography
https://clickmeeting.com/

https://discord.com/

https://zoom.us/

https://apps.google.com/meet/

https://www.microsoft.com/pl-pl/microsoft-teams/log-in

https://files.eric.ed.gov/fulltext/EJ1287170.pdf

https://www.turcomat.org/index.php/turkbilmat/article/view/5741

https://cidtff.web.ua.pt/producao/jaime_ribeiro/180-189.pdf

8. Creating and using digital portfolios for overseeing student achievement and continuous success

CURRICULUM

Partner: APS

Target group: teachers working with students with SEN, also working in VET

Title of the topic		
Creating and using digital portfolios for overseeing student achievement and continuous success		
Duration of the course		
5 hours		
Main goals		
knowing the usefulness of digital portfolios and purpose in creating them distinguishing the stages of creating portfolioexplaining the principles and criteria of creating good quality portfolio		
Learning Outcomes (Effects):		
Knowledge	**Skills**	**Attitudes**
Knows various digital portfolio tools	Can create an account on selected portfolio creators	Is creative
Knows how to make attractive portfolio	Uses various portfolio tools according to main goal	Is flexible in the use of online portfolio opportunities
Knows typical mistakes while portfolio preparation	Builds different types of portfolios	Follows the instructions
Remembers typical portfolio layout and structure	Chooses the best tool accordint to the type of content	Presents the final effects of the work and encourages students to share their ideas
Knows the principles of selecting portfolio	Carefully observes and corrects if needed the	Pays attention to details and has high sense of esthetics

materials and ways of presenting it	process of creating portfolio	
	Adjusts portfolio to the audience and time of presentation	

Process step by step

8.1. What is a portfolio?

8.2. What should be included in an e-portfolio?

8.3. E-portfolio platforms

    8.3.1. Sway

    8.3.2. Wordpress

    8.3.3. Characteristic of selected tools, strengths and weaknesses of each of them

8.4. Positive outcomes of using portfolio for students

8.5. Tips on how to start building your own portfolio

8.6. Challenges for students with SEN

Methods and techniques

Presentation, videos, practical tasks, text analysis, storytelling

Didactic tools

Selected websites, photos, drawings, animations, articles

Evaluation

Test and practical task – "one page of your portfolio"

Resources

Laptop, Internet, digital files, camera

Remarks

While introducing new tool make sure few times that students are on the same page, let them try more than once

References / Bibliography

https://sway.cloud.microsoft/

https://wordpress.com/hosting/?aff=13357&url=https://wordpress.com/hosting/%3Fgad_source%3D1

https://www.arimetrics.com/en/digital-glossary/digital-portfolio

https://blog.uxfol.io/digital-portfolio/

9. Gamification of learning. Creating interactive activities, engaging quizzes and tests online

CURRICULUM

Partner: VAEV

Target group: students and SEN teachers

Title of the topic
9. Gamification of learning. Creating interactive activities, engaging quizzes and tests online (P5)
Duration of the course
6 hours
Main goals
Explanation of gamification in special education Defining the benefits and methods of gamification in special education Information about popular gamification applications such as Kahoot, Pixton, Edpuzzle, Otsimo, Class Dojo etc. Giving information about increasing student participation with the help of applications in special education Training special education teachers to use gamification applications and methods
Learning Outcomes (Effects):

Knowledge	Skills	Attitudes
To gain awareness of online gamification platforms	Can create accounts in applications/websites based on gamification.	To increase mastery of the lesson.
To become familiar with the concept and literature of gamification	Can create an online quiz environment for students.	To open to try new technologies
To know how to use gamification on special education students	To contribute to students' learning through visualisation by producing cartoons.	To create a friendly atmosphere in the classroom.

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To learn the tricks and key points during gamification	To communicate effectively with students and increase class participation and focus on the subject.	To increase student motivation and interest.

Process step by step

9.1. What is gamification?

9.2. What are the benefits of gamification?

9.3. What should we pay attention to during gamification?

9.4. Possible problems for SEN students in the use of gamification

9.5. Descriptions and functions of selected gamification applications/websites

9.5.1. What is Kahoot and how to create an account.

9.5.2. How to use and set quizzes on Kahoot.

9.5.3. What is Pixton and how to create an account.

9.5.4. What are the functions of using Comic in education and how can a cartoon be created in Pixton?

9.5.5. What is Edpuzzle, how to create an account.

9.5.6. How can we add and save questions to tutorial videos using Edpuzzle?

9.5.7. What is Otsimo, how to create an account there?

9.5.8. How to use/download Otsimo and what are the features of this application?

9.5.9. What is BrainPOP, how to create an account on there.

Methods and techniques

Experiments

Practical tasks

Tutorials Observation

Text analysis

Didactic tools

Videos, instructional visuals, articles

Evaluation

An online quiz, online practical task

Resources

Laptop or smart phone, internet

Remarks

Choose the right platform: There are many different platforms that can be used for creating participatory places, such as gamification centered. Choose a platform that is easy to use and appropriate for the kind of content you want to share.

Accessibility: The application should be accessible to all students regardless of their physical or cognitive abilities. Considerations should be given to accessibility features such as text-to-speech, closed captions, and other assistive technologies.

User-friendly interface: The tool should have a user-friendly interface that is easy to navigate and understand. It should not be too complex or confusing for students with special needs.

Learning goals: The tool should align with the learning goals of the students. The application should support the learning objectives, skills, and knowledge the student is trying to acquire.

Cost: The cost of the application should be taken into account. It should be affordable and within the budget of the school or parents.

References / Bibliography

https://kahoot.com/

https://otsimo.com/en/

https://edpuzzle.com/

https://www.gimkit.com/

https://www.pixton.com/

https://ieeexplore.ieee.org/abstract/document/8363474/

https://dl.acm.org/doi/abs/10.1145/2858036.2858231

https://link.springer.com/article/10.1007/s10639-022-10984-y

https://brain.edusoft.ro/index.php/brain/article/download/1280/1449

https://series.gci.or.id/assets/papers/icsar-2020-2020-303.pdf

10. Data protection and Cybersecurity

CURRICULUM

Partner: FSR

Target group: SEN teachers and professionals

Title of the topic
Data protection and Cybersecurity
Duration of the course
5 hours
Main goals

1. Providing information about data protection, its regulation in the European context and its application in the field of education and special needs.
2. Facilitating information and resources for the application of data protection in the field of SEN.
3. Enhancing ethical values, good practices and compliance with the regulations when collecting and processing personal data and images.
4. Promoting cybersecurity and the construction of a healthy digital environment both for students and for teachers and educational professionals.
5. Enhance the protection of the right to privacy and intimacy of both students and teachers.

Learning Outcomes (Effects):

Knowledge	Skills	Attitudes
To know the context leading to the need of implementing data protection policies in the educational field.	Be able to successfully face the day-to-day situations that in terms of protection of personal data occur in the educational center and with their students.	To be aware of the importance of complying with the applicable legislation on data protection.
To know the context that leads to the need of	To ensure the daily performance of teaching practice in compliance	To guarantee respect for the privacy, intimacy and rights in

ensuring cybersecurity in the educational field.	with current regulations on data protection.	terms of data protection of students.
To learn about the regulatory framework for data protection in Europe.	Be able to implement measures for the collection and management of personal data in compliance with the applicable regulations.	To be careful when managing particularly sensitive data.
To familiarize with the concepts, roles, rights and different procedures in terms of data protection and cybersecurity.	To ensure proper treatment of students' image.	To put into practice ethical values and good practices that ensure the protection of students privacy beyond the simple application of regulations.
	To ensure proper treatment of data on the Internet (Cloud Computing, educational platforms, websites, social networks).	To inculcate good practices in terms of privacy and cybersecurity among its students.

List of contents:

10.1 Data protection
> 10.1.1 What is Data Protection
> 10.1. 2 Why is Data Protection important in the educational field

10.2 Regulatory framework for Data Protection in Europe

10.3 Data Protection in teaching practice
> 10.3.1 The application of data protection in the teaching practice and in the SEN field
> 10.3.2 Role of teachers regarding data protection
> 10.3.3 Rights of students, parents and/or guardians

10.4 Cybersecurity in the educational and SEN fields
> 10.4.1 Introduction
> 10.4.2 Good cybersecurity practices in teaching
> 10.4.3 Promotion of cybersecurity and a healthy digital environment among SEN students
> 10.4.4 Practical suggestions to try out in the classroom

Summary

Try yourself: Quiz to evaluate what has been learned.

References

Methods and techniques

Reading and reflecting on text-based information.

Deep dive - Analysis of hypothetical situations through practical questions.

Thinking-based learning.

Practical application of learning contents in the day-to-day teaching practice.

Didactic tools

PDF file and theoretical contents, complementary resources, contextualized examples, practical activities to try out in the classroom, best practices, worksheets and flashcards, webinars.

Evaluation

Online quizzes - pre-learning and post-learning quizzes to compare the progress in learning.

Practical activity based on a case study.

Resources

Laptop, camera, microphones, internet.

Remarks

Since the topic might result very theoretical and technical for learners, make sure you present the contents using a dynamic and participatory approach, this can be done by:

- Providing real examples and contexts while presenting the theory.
- Alternate theoretical contents with practical activities / exercises.
- Asking questions.
- Making sure trainees understand the practical application of the learning contents in real scenarios.

References / Bibliography

Ramón-Díaz, A. (2019). *PROTECCIÓN DE DATOS en la práctica diaria del profesorado*. Colegio Concertado Ruta de la Plata Almendralejo. Access 13.04.2023 (only available in Spanish)

Link: premio-buenas-practicas-educativas-mod-a-2020-proteccion-datos-profesorado.pdf (aepd.es)

European General Data Protection Regulation (EU GDPR) - Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC.

Link: EUR-Lex - 32016R0679 - EN - EUR-Lex (europa.eu)

European Data Protection Board - Data Base of EU national data protection authorities. Link: Our Members | European Data Protection Board (europa.eu)

European Data Protection Board - Data Base of Guidelines, Recommendations, Best Practices by topic. Link: Guidelines, Recommendations, Best Practices | European Data Protection Board (europa.eu)

11. Digital tools to collectively track and support individual needs

CURRICULUM

Partner: VAEV & EURASIA

Target group: students and SEN teachers

Title of the topic
11. Digital tools to collectively track and support individual needs (P5 & P2)
Duration of the course
5 hours
Main goals

Develop skills for collaborative data sharing and analysis
Familiarize teachers with a range of digital tools
Enhance communication and collaboration among stakeholders
Enhance data organization and documentation
Encourage ongoing professional development:
Evaluate and assess the effectiveness of digital tools

Learning Outcomes (Effects):

Knowledge	Skills	Attitudes
To understand the purpose and functionality of a variety of digital tools specifically designed for tracking and supporting individual needs.	Can develop proficiency in using various digital tools to track and monitor individual student progress, including data entry, organization, and retrieval.	To develop a student-centered approach that prioritizes the individual needs and preferences of students when utilizing digital tools in their educational journey.
To demonstrate knowledge of data privacy and security protocols when using digital tools to protect student	To demonstrate effective collaboration skills by utilizing digital tools to share information, exchange perspectives, and communicate with	To cultivate a growth mindset and a willingness to explore and adopt new digital tools and technologies to enhance teaching practices and

information and maintain confidentiality.	other teachers, professionals, and families involved in a student's education.	support individual student needs.
To comprehend the principles of data analysis and interpretation to effectively utilize digital tools for making data-informed decisions in supporting individual student needs	To apply critical thinking and problem-solving skills to analyze data collected through digital tools and identify appropriate instructional strategies and interventions to support individual student needs.	To foster a collaborative and inclusive attitude by actively seeking input, perspectives, and contributions from other teachers, professionals, and families when utilizing digital tools for collective tracking and support.
To acquire knowledge of inclusive practices and accessibility features within digital tools to ensure equitable participation for students with disabilities.	To acquire technological proficiency to adapt and modify digital tools to ensure accessibility and inclusivity for students with diverse needs.	To demonstrate a commitment to ongoing professional development and continuous learning, recognizing the importance of staying updated on digital tools and best practices to effectively support individual student needs.

Process step by step

Importance of Effective Communication in Inclusive Education

What kind of individual needs have people/students with disabilities?

What are the options for provide individual needs have people/students with disabilities?

Why "Tracking and supporting individuals' needs" is important?

What kind of classroom/school, generally educational environment should be created to meet the individual needs of students with disabilities?

What are the benefits of using digital tools for "Tracking and supporting individuals' needs"?

Which digital tools are useable for "Tracking and supporting individuals' needs"?

What is Trello?

Why is Trello useful and what are the benefits of Trello?

How to use Trello?

Pros and Cons of Trello.

What is Google Classroom?

Why is Google Classroom useful and what are the benefits of Google Classroom?

How to use Google Classroom?

Pros and Cons of Google Classroom.

What is Microsoft Teams for students?

Why is Microsoft Teams for students useful and what are the benefits?

How to use Microsoft Teams for students?

Pros and Cons of Microsoft Teams for students.

Activities for online classrooms.

Checking knowledge quiz.

Methods and techniques
Experiments Practical tasks Tutorials Observation Text analysis
Didactic tools
Videos, instructional visuals, articles
Evaluation
An online quiz, online practical task
Resources
Laptop or smart phone, internet
Remarks

Define the purpose and scope of the participatory place: Be clear about what the participatory place is for and what kind of content is appropriate. This will help ensure that students are engaged and that the content is relevant and valuable.

Clearly define the purpose of the digital tool for special education teachers. It should aim to support the diverse needs of students with disabilities and create an inclusive learning environment.

Utilize the digital tool to track and monitor individual student progress and needs. This can be done through features like progress trackers, data collection tools, and individualized learning profiles. It should enable teachers to gather insights and make data-informed decisions for personalized interventions.

Enable communication and collaboration between special education teachers, support staff, and parents/guardians. This can be achieved through secure messaging platforms, virtual meetings, or shared documentation, ensuring a holistic approach to supporting students' needs.

Provide opportunities for students with disabilities to collaborate and interact with their peers. Incorporate features that allow for virtual group projects, peer feedback, and socialization, fostering a sense of belonging and support.

References / Bibliography

https://trello.com/

https://edu.google.com/workspace-for-education/classroom/

Goodman, J. F., & Bond, L. (1993). The individualized education program: A retrospective critique. *The Journal of Special Education*, *26*(4), 408-422.

Mosbiran, N. F., Mustafa, M. Z., Nordin, M. N., Ismail, A. F., Feisal, M., Akim, T., … & Saimy, I. S. (2021). Analysis of the Study of Individual Education Plans in Special Education. *Review of International Geographical Education Online*, *11*(7).

Goddard, A. (1997). The role of individual education plans/programmes in special education: A critique. *Support for learning*, *12*(4), 170-174.

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