IDentifEYE

D8.2 BP- LL Programme

Version 2.0 – 21/09/2015

Project	IDentifEYE		
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Lifelong Learning Programme

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1.0	31/01/2014	FC, HAEd, FCP, EF, CCS, JKC, GCPU, FJE	Creation of the document	C	20
2.0	21/09/2015	COIN, CCS, EF, JKC, GCPU, FJE. FCP	Finalization of the document	I, U	40

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Referenced Documents

ID	Reference	Title
1	2013-1-GR1-LEO05-13907	Project Proposal
2	2013-1-GR1-LEO05-13907	Evaluation Comments

Applicable Documents

ID	Reference	Title
1	FAVINOM QMS	Quality Management Procedures

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1. Introduction

1.1. Purpose of the D8.2 BP- LL Programme

The purposes of D8.2 BP- LL Programme are the following:

- Promote the recurrence of desirable activities;
- Preclude the recurrence of undesirable activities.

The BP/LL programme will comprise Best Practices & Lessons Learned on items such as: Partnership and key actors, Networking, Innovation, Mainstreaming, Governance, Sustainability, Transferability, Capitalisation (e.g. actions to exchange methodologies and experiences, to promote synergies among projects, etc.) and knowledge to the Project Team, etc.

A BP/LL program contains defined roles and responsibilities and the resources for effective implementation. These provide for effective communication and incorporation of BP/LL into work practices, processes, and procedures.

The implementation of the BP/LL Program of the service will consist of the following main phases:

- BP/LL Development
- BP/LL Dissemination
- BP/LL Utilisation

The QC will disseminate internally to all partners a template for recording best practices and lessons learned during the execution of the envisaged work. Typical sources for BP/LL include:

- Daily activities and experiences;
- Assessment activities;
- Reviews and Evaluations;
- Performance or process improvement initiatives;
- Experiences;

The PM will gather all the BP/LL recorded by the partners and filter and classify them with the Quality Consultant before preparing the BP/LL final report.

1.2. Scope of the project

Children today are in danger on the Internet because of not understanding the relevance of data. They either too freely provide their own data and thus run the risk of identity theft or of an unwanted third party being able to target them, or they too easily believe the actuality of data provided by others and thus could become targeted by a third party who is disguised by a false identity. Internet is a great tool that offers youngsters many additional opportunities to their education, entertainment or even social life. Internet is nowadays thoroughly embedded in children's lives.

In order to identify the proper way to reach children it is important to look at the persons that children turn to for advice when something online troubles them. So, the best strategy to protect children is to train teachers that children already trust, to guide them through online activities. Considering that schools have the resources to reach all children, they should take the initiative training them. With the proper training of teachers, ideally, every child would have at least one skilled person to turn to (teacher of even peer).

To address these issues, in the current project we will utilise an augmented reality game and validated pedagogical approaches to empower teachers reach out to children and educate them about the dangers of the Internet and online identities.

1.3. Project Objectives

The primary objectives of this project are to:

- Create a new curriculum module in which teachers will empower a conscious, creative and critical stance by students as evolving responsible civilians [8-14 years] towards online media by means of training essential skills and providing essential knowledge.
- Benchmark effective new methodologies and pedagogical strategies as an essential component of the new curriculum module.
- Publish the new curriculum module both in a traditional form (print) and online together with didactic material and multimedia instructions so that European teachers can implement the new module by themselves.
- Create an international network to evaluate and help promote the new curriculum and function as a help centre for European teachers willing to implement the new module.

The main products comprise:

- A curriculum (based on social psychology) for teachers to educate children on the dangers of being online: "Reflecting on identity by means of multiple viewpoints"
- A delivery methodology for teachers to reach out to children more effectively and educate them about matters that concern them
- The impact is expected to be considerable in terms of in-service training for teachers who today lack important skills.

2. Methodology

The approach for organising and conducting the BP/LL program is based on the following key principles:

- Incorporate BP/LL in the service. The BP/LL program will be placed right at the centre of the service delivery, endorsed by the partners;
- Write a Program Description. The program description provides an overview of how the BP/LL will function by giving a clear understanding of what the BP/LL program is designed to accomplish and how the program's objectives are achieved. It includes a definition of the program's purpose and objectives and describes how the objectives are achieved. It also discusses how the lessons learned program objectives support the policies and strategies of IDentifEYE in this framework;
- Prepare a Management Plan. The Project Management and Quality Plan will be enriched with a chapter dedicated to the BP/LL that details the implementation of the BP/LL program. This chapter will describe the tasks that are completed, the responsible party, and the timing of these tasks;
- Identify primary BP/LL contributors. The primary contributors of the BP/LL program (mainly individuals from the Project Team) will be identified early in the planning process and will contribute to the development of the program and related documentation. One of the responsibilities of the contributors will be to define the responsibilities and actions that will be required to implement the BP/LL program;
- Integrate BP/LL into the Project Management. The BP/LL program will be an important part of the whole project. Personnel at all levels (IDentifEYE users, Project Team) must understand how and why the BP/LL program will be integrated into the activities and management processes of the service;
- Develop self-assessment. A self-assessment will be undertaken to gauge the effectiveness of the BP/LL program. It will be conducted to identify the strengths and weaknesses of the program and to pinpoint areas that need adjustment, while also highlight both problem areas and positive results.

A BP/LL program contains defined roles and responsibilities and the resources for effective implementation. These provide for effective communication and incorporation of BP/LL into work practices, processes, and procedures.

The implementation of the BP/LL Program of the service will consist of the following main phases:

- BP/LL Development;
- BP/LL Dissemination;
- BP/LL Utilisation.

2.1. BP/LL Development

With this term we refer to the process of identifying, documenting and validating best practices that will derive from the service. The goals of BP/LL development are to conduct initial filtering to make sure that the information is relevant and worthy of documentation, to put the information in a format that is concise and can be shared with others, to ensure that the information included is technically correct, and to ensure that the information does not have any restrictions that limit its release.

Developing the BP/LL will include the following three processes:

- **Identification**: how to identify a potential BP/LL. It includes an analysis of the diverse range of experiences, both positive and negative, that may constitute a BP/LL. It is also highly pertinent to determine what is not a BP/LL;
- **Documentation**: how to prepare a 'lessons learned' document (content, format, and level of detail);
- **Validation:** how to validate a BP/LL with input from subject matter experts. All individuals involved in developing a BP/LL should understand the validation criteria and where the validations fit into the BP/LL program.

The process of developing the BP/LL of the service is depicted in the Figure below.

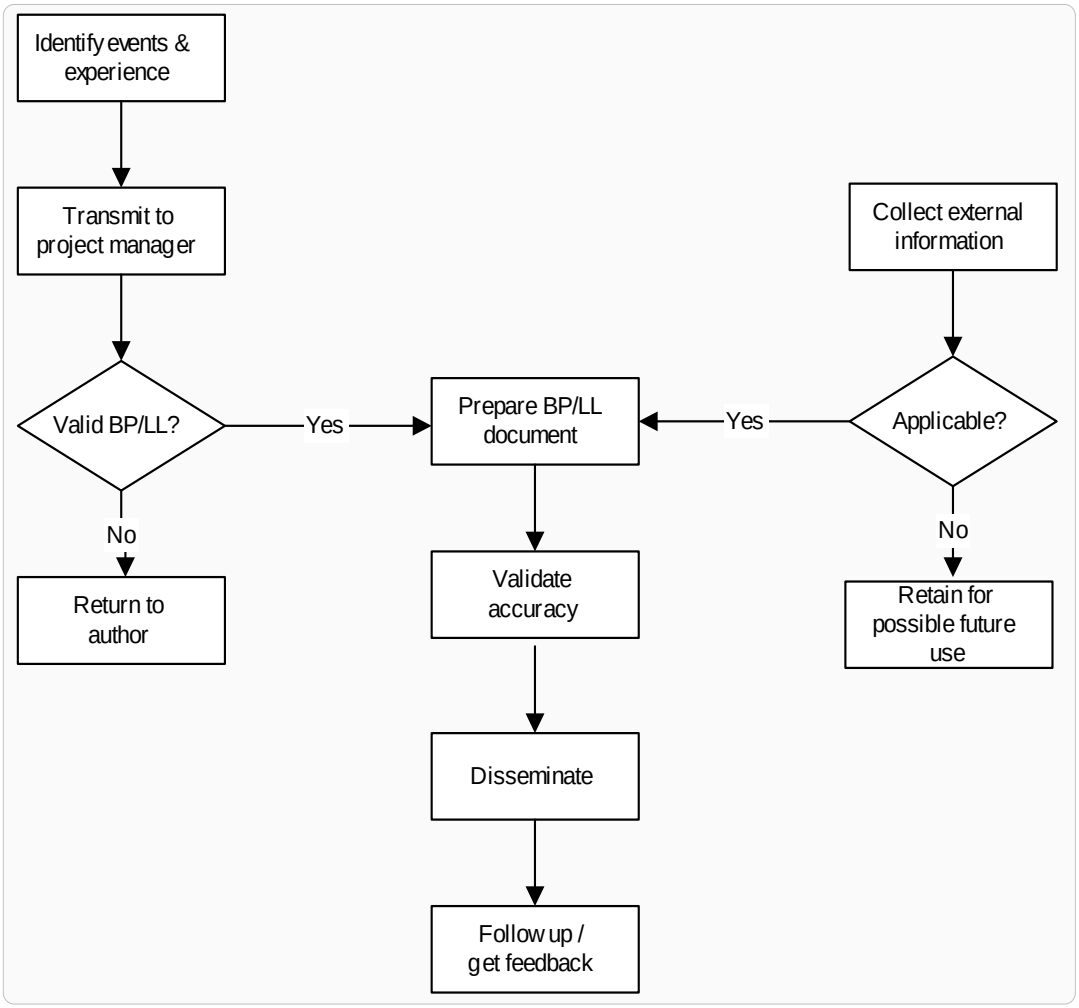

Figure 1: Best Practices / Lessons Learned Development Process

2.2. Identifying a BP/LL Experience

Project Team members and service's end-users, who know about an experience, activity, event or good work practice that is of value to others, can originate a lesson learned. There are many potential sources of lessons learned. Typical sources include:

- Daily activities and experiences;
- Assessment activities;
- Management reviews;
- Performance or process improvement initiatives;
- Industry experiences;
- Project completion evaluations;

Potential sources will be identified and periodically screened to highlight experiences and conditions for which BP/LL documentation should be prepared. It is expected that it will be useful to perform BP/LL inquiries at the end of specific steps or stages. The following stages are considered as the primary candidates for BP/LL identification.

- Completion of reviews, and evaluations;
- Completion of relevant project milestones;
- Development or implementation of an idea or method to correct, modify, or otherwise improve current service utilisation;

The decision to communicate an experience as a BP/LL is based on whether or not the information has importance to others. Sometimes such importance is obvious, such as information that can reduce effort or increase efficiency of collaboration between the partners. At other times, it may be difficult to determine the value to others. It is always important to bear in mind that over-reporting leads to an overburdened BP/LL system that contains information that may not be meaningful. However, under-reporting leads to the loss of valuable information. Although it is generally better to over-report than to under-report, there are several categories of information that are not suitable to become BP/LL. These categories include information that is common knowledge and information stemming from one-time experiences (operations that will never be repeated).

2.3. Preparing the BP/LL Document Template

The Quality Consultant co-ordinated the development of a template that is used as the basis for preparing BP/LL lessons learned documents. The template facilitates the writing of BP/LL documents in a consistent manner, thereby enabling the communication of the main idea in an easy to understand, effective and efficient manner.

The BP/LL document is concise and brief in the description of the BP/LL, preferably include examples, which indicate scope of applicability, define acronyms and any domain-specific jargon and indicate contact person for follow-up information.

2.4. BP/LL Dissemination

BP/LL will be disseminated mainly through electronic and non-electronic means. Dissemination decisions will weight issues such as existing dissemination requirements, security concerns, scope of applicability and timeliness, which affect the type of dissemination that is appropriate.

2.5. BP/LL Utilisation

Utilizing and incorporating BP/LL are the daily activities of the service in the final step of "closing the learning loop". After all, there is no reason to document BP/LL and disseminate this information if it is not used to improve the utilisation of the service by the users. In order to benefit from information that will be available, it is important to assess its applicability, disseminate it to principal users that use the service, and make sure that appropriate actions are identified and carried out. Efforts to identify relevant BP/LL will be made on a continuous basis.

The main processes of the BP/LL utilisation are:

- Identifying applicable BP/LL;
- Review BP/LL documents and applicability;
- Distributing to appropriate staff;
- Incorporating BP/LL into on-going training;
- Implementing corrective actions.

The Quality Consultant will be responsible for monitoring the programme and preparing the Best Practices and Lessons Learned report and sending it to the Partners. The report which will be delivered at the end of the Project will document the processes, the practices and the systems that have been defined and selected during each phase, in order to improve the performance and the efficiency of the activities taking place in the various work packages.

3. BP/LL Template

The identified Best Practices will be categorised into 3 groups, presenting innovative ideas and concepts. More specifically, the Best Practices will be categorised in the following groups: (i) Best Practices concerning Organisational Aspects which will be related to the organisational structure of the partners involved in a multinational project targeting school teachers and the various roles and responsibilities, as well as authorities and relations enabling the partners to carry out the activities envisaged by the project. (ii) Best Practices concerning Operational Aspects referring to the various procedures and workflows established for conducting the various operational tasks, such as the distribution of requirements analysis, the administration of the game for the workshops, the financial management, etc. (iii) Best Practices concerning Technical Aspects associated to Augmented Reality solutions and their use for educational purposes.

Each Best Practice will be presented in the following way.

Table 1 - Presentation of Best Practice

ID	*Number and title of the Best Practice*
Description	*Brief description of the Best Practice*
Concept to be supported	*Concept that has to be supported in order to establish the Best Practice*
Implementation approach to follow	*Implementation steps that are necessary for the provision of the concept*
Goals satisfied	*e.g. Quality of delivery game, 80% of participants found the game to be of good quality*
Risks	*Goals that may be at risk by the implementation of the Best Practice*
Input from	*Entities/sources of information that provided input for the Best Practice*

4. Best Practices and Lessons Learned

The Best Practices will be part of the Final Report and their general purpose will be to share and use information to:

- Promote the recurrence of desirable activities by other project teams and teachers/ educators/parents;
- Preclude the recurrence of undesirable activities by other project teams and professionals working with new technologies and children.

The Best Practices will be identified during the execution of the tasks in all work packages and mainly during the requirements analysis and assessment activities where the various participants will be queried and assessed in a number of ways.

A Best Practices **programme** is a valuable method to increase awareness of key project results and disseminate knowledge to all stakeholders.

4.1. Organisational Aspects

4.1.1. Project Management aspects

This section covers best practises regarding the administration of the project.

Table 2: BP1 - Project Quality Plan

ID	*BP1 – Project Quality Plan*
Description	***Project Quality Plan**: The PQP describes the internal procedures (project organisation, communication plan, risk management, escalation procedures, templates, etc.) that are followed in the context of the project in order to ensure the fulfilment of the objectives and the scope of the project.* ***Quality Metrics**: A set of quality metrics are defined for assessing the quality of key project outcomes (e.g. specifications, studies) including key activities (e.g. project management, dissemination). The quality metrics were applied each quarter to the key outcomes and/or activities of the quarter and the results are annexed to the quarterly report.*
Implementation approach to follow	*Project Management Principles*
Goals satisfied	*Quality Assurance*
Risks	*Irregular implementation of the PQP provisions*

Table 3: BP2 - Project Time plan

ID	*BP2 – Project Time Plan*
Description	***A Project Time plan**: The detailed time plan comprises all projects activities, tasks and deliverables grouped under work packages or when necessary under other logical structures. Each task has a deadline and may have dependencies on other tasks. When a task does not have a responsible it is assumed that the task should be the outcome of efforts put by all partners. For progress tracking purposes the time plan is used for tracking the % of completion per task. Various filters and report options can be used to provide useful overviews on slipping tasks, especially when on the critical path.* *Gantter: A web based project scheduling tool serving as an online copy of the Project time plan allowing all the partners to view the project time plan from anywhere without having to buy an MS Project license.*
Implementation approach to follow	*Project time planning*
Goals satisfied	*Quality Assurance*
Risks	*Irregular implementation of the PQP provisions*

Table 4: BP3 - Internal Evaluation Questionnaire

ID	*BP3 – Internal Evaluation Questionnaire*
Description	***Project Evaluation Questionnaire:** A questionnaire that is completed by project partners every six months. The purpose the questionnaires serve is to obtain partners' feedback on project performance. The QC who is in close cooperation with the PM receives the input partners provided and along with the PM they take corrective measures for the successful continuance of the project.* ***Meeting Evaluation Questionnaire:** A questionnaire that is completed by the each project meeting attendee, who rates the various meeting elements such as effectiveness, communication among partners and decision making. The completion of the questionnaires is subsequent to each project meeting (about every six months).*

Implementation approach to follow	*Project Management Principles*
Goals satisfied	*Quality Assurance*
Risks	*Irregular implementation of the PQP provisions*

Table 5: BP4 – Financial Progress Monitoring

ID	*BP4 – Financial Progress Reporting*
Description	*A document consolidating information from the project handbook and all other resources provided by the agency with respect to financial reporting. Each item of the financial reporting tables is explained in detail in relation to its reporting requirements. Templates and examples are provided including a check list to be used by the partners before delivering the financial report to the coordinator for checking.* *Prepare a financial guidelines handbook, specific to the project, summarising all the key information for preparing the financial reporting evidence for the project.* *Example available here: http://financial.id-eye.eu/Final/Guidelines/* *The guidelines should make a provision for intermediate financial reports (timesheets and reporting tables) at 6 months into the project and again 6 months following the interim report. This will allow the coordinator to monitor close the consumption of financial resources by the partners.* *Apart from detailed instructions for the specific project, the financial guidelines should link to prefilled templates for the project so as to ensure uniform data and adequate information provision.* *Finally, it is recommended to prepare a virtual space dedicated to financial reporting (e.g. http://financial.id-eye.eu/) offering access to the Interim and Final reports of the partners as those were submitted to the Agency and thus provide for quick and efficient follow up. The dedicated space should also be the single point of entry to all financial information and resources about the project: http://financial.id-eye.eu/Final/*
Implementation approach to follow	*Financial Report preparation and financial progress tracking*
Goals satisfied	*Project Planning*
Risks	*Shift of focus from regular work to financials*

Table 6: LL1 – Fixed Date for Virtual Calls

ID	*LL1: The establishment of virtual meetings on a regular basis at a fixed date/time*
Description	*The partners usually seem happy with the establishment of a standard time and date for the virtual meetings on a monthly basis.*
Concept to be supported	*With the commencement of the project the Consortium should agree on a standard date and time for having the virtual meetings on a monthly basis e.g. every second Tuesday of every month at 4pm EET.*
Implementation approach to follow	*At the Kick-off meeting the Consortium should reach a decision as to when to have the virtual meetings.*
Goals satisfied	*Each partner knows when the virtual meeting will take place, saves time.*
Risks	*Partners not able to attend the scheduled virtual meeting and not informing the Project Coordinator on time, so as to examine the possibility of finding an alternative date.*
Input from	*Partners during the implementation of the project*

4.1.2. Communication aspects

This section includes information regarding best practices that derive from the implemented communication policy of the project.

Table 7: BP5 - Use of online cloud communication tools

ID	*BP5 – Use of Online Cloud Communication Tools*
Description	*Skype: A web based application for communication and collaboration purposes. The partners can install the application to the desktop and use it to collaborate and exchange opinions on project related issues. A Skype based conference takes place at the beginning of each month in which the partners discuss current issues/tasks.* *Asana: Asana is a flexible, easy to use platform that is utilised as a collaboration tool which allows users to create tasks, to upload files and to track previous users' actions.*

Implementation approach to follow	*Use of online communication tools*
Goals satisfied	*Efficient and effective cooperation among team members*
Risks	*Not implementing the communication tools enough or regularly*

Table 8: BP6 - Use of Dropbox as project repository

ID	*BP6 – Use of Dropbox as Project Repository for daily Collaboration*
Description	*The partners seem happy with the use of Dropbox for sharing data. Nevertheless concerns were sometimes raised as to the sharing of Financial information on Dropbox and with regards to some partners accidentally deleting information from Dropbox.* *A dedicated knowledge management repository should be used instead for supporting IPR by persisting prior knowledge and knowledge contributed to the project. Example of such a knowledge repository used in the project IDentifEYE: http://repository.id-eye.eu/phpwebsite/*
Concept to be supported	*Structured use of Dropbox as a project repository with the Project Coordinator having as backup all documents stored on Dropbox and informing the partners via email when something becomes available on Dropbox.*
Implementation approach to follow	*Brief document describing the use of Dropbox in the context of the Project.*
Goals satisfied	*Each partner knows how to use the functionalities of Dropbox and for what purpose so that data is easily accessed.*
Risks	*Partners creating and deleting folders without the Project Coordinator's consent and partners uploading documents with the wrong version number.*
Input from	*Partners during the implementation of the project*

Table 9: BP7 – Using Wikis

ID	*BP7 – Taking Advantage of Wiki's*
Description	*Wiki's powered by open source applications easily installed on server using automated scripts can be used to support several project related activities very efficiently.*
Concept to be supported	*Install a Wiki tool or use Google Wiki functionality to create Wiki's to support several project related activities.*
Implementation approach to follow	*Examples of activities that can be very efficiently supported by project Wiki's comprise:* - *Group meetings: Set up a wiki with agenda, participants list, contact numbers, information about venue, touristic information, etc.* - *Dissemination events: Set up a wiki with all information and promotional material in relation to a dissemination event* - *Dissemination tracking: Set up a wiki where partners can register their dissemination activities immediately after execution so as to prevent loss of information related to project dissemination. Can be also used by the Coordinator to put pressure on underperforming partners as the Wiki will make it immediately transparent who does what in terms of dissemination* - *Workshops: Organisation, planning, supporting material, registration of participants, follow up, etc. Workshops can be very efficiently supported by a Wiki.* - *QA: All QA activities can be part of a dedicated Wiki to allow for tracking of items which need to be checked for quality and to support improvement actions.*
Goals satisfied	*Internal and external dissemination of knowledge. Successful execution of project activities.*
Risks	*Overdoing it. Needs to be kept simple. Not everything is to be facilitated by a Wiki.*
Input from	*Partners, stakeholders during the implementation of the project*

Table 10: LL1 - Identifying and using the appropriate exploitation channels

ID	*LL2 – Using the right Exploitation Channels*
Description	*Even though projects struggle to follow up on exploitation opportunities, the list of exploitation channels to consider and experiment with is endless.*
Concept to be supported	*The purpose here is to motivate towards trying indirect exploitation opportunities, such as:* • *Joining the Open Discovery Space community (opendiscoveryspace.eu) and make use of its enormous networking possibilities (473 Communities, 2348 Schools, 7012 Teachers), become a Content Provider and contribute project content, follow developments (thematic portals)* • *Contribute content to Open Content repositories and gain visibility for the project application* • *Crowd funding: Let others provide you with ideas about how to commercialize by starting a project on Kickstarter (kickstarter.com)* • *Submit project related challenges on collaboration platforms for innovation, such as ideaconnection (ideaconnection.com)* • *Build and maintain a Wordpress spin-off blog about accessible education and the use of ICT in E&T* • *Make a wiki about methodologies and tools for assessing learners types*
Implementation approach to follow	*The list above is merely an example of possibilities. Partners should contribute towards the creation of a project specific list with numerous entries and decide upon the allocation of channels depending on their resources, organization strategy and skills.*
Goals satisfied	Clear exploitation channels to follow up
Risks	*Partners not devoting adequate time to pursue exploitation opportunities in a professional manner.*
Input from	*Partners throughout the implementation of the project*

Table 11: BP8 - Establish a 'Good Practice' Seal

ID	*BP8 – Establish a 'Good Practice' Seal*
Description	*As a project dealing with the effective uses of ICT in E&T, designing a competition for innovative uses of ICT in E&T with small prices and then a conference for awarding the prices will generate much more exposure than more expensive activities trying to promote the project in isolation (e.g. project related videos, design and printing of fancy brochures, project centred newsletters).*
Concept to be supported	The concept here is that focus should not lie solely with the promotion of the project in separation from the thematic area it is addressing. Partners should engage in actions which position and promote the project inside its thematic area demonstrating a clear value to its final beneficiaries. In other words, don't stick to project-centered activities only when it comes to generating awareness, but organize activities around the thematic area of the project (e.g. ICT for inclusive E&T) in order to attract bigger audiences and clearly position the project in terms of its added value to the thematic area so that it is crystal clear how the project contributes to a better life.
Implementation approach to follow	*A suggestion is to establish a 'Good Practice' seal for innovative uses of ICT in E&T and request submission of such uses in the form of a competition with prices for the best uses. The award can be made during a project sponsored conference.*
Goals satisfied	Clear positioning of the project within its thematic area
Risks	*Partners not following up and spreading the word in order to ensure adequate submissions of ideas,*
Input from	*Other projects*

Table 12: BP9 - Create a Project Kit

ID	*BP9 – create a ProjectKit*
Description	Create an eTwinning kit from the project: http://www.etwinning.net/en/pub/collaborate/kits.cfm
Concept to be supported	*An eTwinning kit will generate a lot of visibility for the project and will help towards the identification of the project as a tool for K-12 education also*

Implementation approach to follow	*Create an eTwinning kit*
Goals satisfied	Additional practical uses of the project and more sustainability
Risks	*Partners not creating a good kit*
Input from	*eTwinning.net*

Table 13: BP10 - Prepare sustainability declarations

ID	*BP10 – sustainability Declarations*
Description	Prepare exploitation declarations describing at partner level the exploitation obligations and commitments.
Concept to be supported	Ensure ownership and commitment from the partners in relationship to their exploitation responsibilities by elaborating sustainability declaration per obligation and having the partners sign them. It is common for partners, especially with secondary roles to not being in position to fully conceptualise the exploitation opportunities they can follow, by when and how. A sustainability declaration can fully address this with a clear description of an exploitation obligation, the ways of pursuing it and a time line.
Implementation approach to follow	*Create and agree upon a template. Populate each declaration based on all possible exploitation items and agree among partners for their responsibilities towards each exploitable item. Agree on the ways to pursue its exploitation item and set a time line per item. Get the partners to sign their declarations.*
Goals satisfied	Ownership, commitment and clear exploitation actions
Risks	*Partners not following up*
Input from	*Project partners*

Table 14: LL2 - Design indicators for evaluating awareness raising actions

ID	*LL2 – Use of Indicators for Awareness Raising Actions*
Description	For each awareness raising action organized and executed in the context of the project there should be indicators for their success.
Concept to be supported	The quality of the various awareness raising actions in the context of the project should be monitored in order to be used as input for improving subsequent actions.
Implementation approach to follow	*Define indicators for each awareness raising action. Examples comprise:* • Number of events and number of participants (per country) including events and communication activities under the European Digital Entrepreneurship Awareness campaign; • Number of participating countries, of organisations (i.e. enterprises (ICT sector vs. other sectors) (large enterprises vs. SME), associations, etc.); • Number of individuals (males vs. females, young entrepreneurs, students, their level of skills and competences, etc.); • Number of visitors to the central website; • Number of users reached by the social media, comments on blogs etc.; • Level of satisfaction regarding the quality of the activities in participating countries (from participants, public authorities and stakeholders). • Quality of the perception of the messages and of the promotion material (from participants, public authorities and stakeholders); • Media coverage; • Follow up measures proposed/taken by the participating countries and stakeholders; • Increased awareness on the new business potential and opportunities offered by digital technologies (from participants, public authorities and stakeholders);
Goals satisfied	Monitoring of quality and effectiveness of awareness raising actions
Risks	*Partners not collecting necessary data*

Input from	*Project partners*

Table 15: BP11 - Become a Springwise spotter

ID	*BP11 – Utilise Springwise as a "spotter"*
Description	Generate one-off mass awareness for the project
Concept to be supported	*Utilise very popular innovation news sites for mentioning the project and its objectives.*
Implementation approach to follow	*As soon as the project has reached a stage where it is possible to demonstrate outside a project controlled situation (e.g. the public can register and use the tool), try to become a Springwise spotter (springspotters.com) and send a communication to Springwise (springwise.com) about the project innovations.*
Goals satisfied	Mass awareness
Risks	*Rejected by Springwise editors*
Input from	*Internet*

Table 16: BP12 - Disseminate through online videos

ID	*BP12 – Utilise Online Videos for Dissemination*
Description	Generate online video presentations for the project
Concept to be supported	*The power of online video for dissemination is proven. It is very effective to promote the project and its objectives through online videos.*
Implementation approach to follow	*There are several tools available for creating an online video (free or paid). A good example is mybrainshark (brainshark.com)*
Goals satisfied	Mass awareness

Risks	*Poor quality of video*
Input from	*Project implementation*

Table 17: BP13 - Use email marketing utilities

ID	*BP13 – Utilise email Marketing Tools*
Description	Generate branded, well designed newsletters and promotions
Concept to be supported	*Create newsletter campaigns and monitor their effectiveness by consulting statistics. Different versions of the newsletter may be distributed to different target groups increasing chances of being read.*
Implementation approach to follow	*There are several tools to use (free model or small subscription fee). Mail Chimp and Mad Mini are two of the most popular.*
Goals satisfied	More targeted dissemination
Risks	*Poor content*
Input from	*Project implementation, other relevant projects and developments*

Table 18: BP14 - Capitalise on blogs

ID	*BP14 – Utilise Blogs*
Description	Blogs have value. Post material on third party blogs of interest
Concept to be supported	*Utilise blogs relevant to the project theme by publishing project related information of high value. Many blogs have created a large readership in specialised topic areas. It may be worthwhile adding an article about your initative on their site. These can be mutually beneficial. You receive more interest and they receive a free blog post in their topic area.*
Implementation approach to follow	*Identify blogs of interest, follow them and make postings relevant to the project.*

Goals satisfied	More targeted dissemination
Risks	*Poor content*
Input from	*Project implementation*

Table 19: LL3 - Establish an Advisory Board (Group of Experts)

ID	*LL3 – Use an Advisory Board (GoE)*
Description	Have an advisory board for your project
Concept to be supported	*Projects encounter several times problems or have to choose between different paths in their lifetime. It is important to have an advisory board of experts, people who are good at what they do in order to obtain the best possible advise on how to overcome difficulties and where to stir the project*
Implementation approach to follow	*Identify people who can make a valuable contribution to the project due to their experiences and engage with them in order to involve them to the project as part of the project's advisory board.*
Goals satisfied	Expert advice
Risks	*Wrong advisory team set up*
Input from	*Project thematic area*

4.1.3. Products aspects

Table 20: LL4 - Augmented Reality Game

ID	*LL4 – AR Game*
Description	*The Augmented reality game was an essential part of the educational workshops that helped students explore their online identities.*
Concept to be	*For the establishment of this tool there is need to be proper the*

supported	*necessary technical expertise and infrastructure*
Implementation approach to follow	*A serious game that utilises Augmented Reality*
Goals satisfied	*Innovative serious game that helps students to better manage themselves online*
Risks	*Failing to comply to the technical requirements*

4.2. Operational Aspects

4.2.1. Vestavia Hills High School in Birmingham, Alabama: Twittering Lesson Plans

Table 21: LL5 - Vestavia Hills High School in Birmingham, Alabama: Twittering Lesson Plans

ID	**LL5 - Twittering Lesson Plans**
Description	*Chris Copeland is all about using Twitter to help his students. He has a Twitter profile (@ccopeland), and we Twitters lesson plans and notes, as well as answers questions. He teaches language arts in Birmingham, Alabama, helping students learn more about literature and how to love it. His tweets make it easier to keep up with what's going on.*
Concept to be supported	*The utilisation of social networks in order to enhance students' collaboration and communication skills.*
Implementation approach to follow	*Publishing lesson plans via a social bookmarking/micro-blogging application - Twitter*
Goals satisfied	*Using Twitter to share lesson plans can help other teachers get good idea for their own lessons. And, it helps teachers keep things straight. It can also serve as a record of what has been happening in the classroom, which means that absent students can get an idea of what they are missing, and prepare for lessons when they return*

Risks	*The use of this application is only supportive to the main curriculum, not a necessary part of it.*
Input from	*http://teacheng.us/twitter-your-lesson-plans/*

4.2.2. Using Wikis in Schools: a Case Study

Table 22: LL6 - Using Wikis in Schools: a Case Study

ID	***LL6 - Using Wikis in Schools: a Case Study***
Description	*A specialist technology co-educational secondary school in Gloucestershire agreed to host the study. Three Year 9 (age 13-14) ICT classes took part in the project. The teachers assigned students to random groups of between six and nine, each with their own separate wiki. Of the many wiki software packages available, wikispaces was chosen.* *The project ran for three weeks at the end of the autumn term in 2005. The students were asked to work in their teams on a history-based research project with a broad title of 'innovations in technology since 1950'. They were asked to research and present through the wiki a project looking at the impact of technology in a particular topic, such as music, sport, etc. They were given class time in ICT and in history lessons to work on their wiki projects, and also encouraged to continue the project as homework.*
Concept to be supported	*The use of wikis has the ability to foster students' collaborative, creative and critical thinking skills and can also foster the creation of knowledge communities.*
Implementation approach to follow	*Utilising wikis in order to support collaborative writing purposes*
Goals satisfied	• *Wikis have the potential to support knowledge-building networks, and to be a useful tool in the shared repertoire of communities of practice engaged in collaborative learning.* • *The diversity of communities that can form through wikis and other forms of social software can be a source of creativity and inventiveness* • *Recognising contributors as individuals with unique experience and as members of a group allows for a personalised learning experience while also experiencing learning as part of a community through collaborating with others in shared activities.*

Risks	*When students are to be introduced to a learning community, wiki based or not, prior to that, the educators must establish the corresponding etiquette, as students tend to adopt the pre-existing behaviours and rules.*
Input from	Source

4.2.3. The Use of Social Networking Sites in Education: A Case Study of Facebook

Table 23: LL7 - The Use of Social Networking Sites in Education: A Case Study of Facebook

ID	***LL7 - The Use of Social Networking Sites in Education: A Case Study of Facebook***
Description	*This experimental study was carried out with primary and secondary education teachers using Facebook. The study took six weeks and 30 hours. The teachers attended lessons and accessed materials online and offline, face-to-face. Thanks to Facebook, they were able to co-operate and share information with their friends.* *The study sample consisted of 35 teachers from primary school and high school with blended group and 36 teachers from primary school and high school with online group, who were enrolled in the Material Development for Facebook course. These teachers were chosen randomly from primary and secondary education establishments.* *Each teacher completed a pre- and post-experience test in order to express their opinions about the usefulness of Facebook in education. Descriptive analysis was conducted, and a paired sample t-test was used in order to compare pre-experience and post-experience test means.*
Concept to be supported	*Research regarding the use of social networks (i.e. Facebook) in order to foster students' collaboration skills.*
Implementation approach to follow	*The purpose of this research is to find out the effects Facebook has on education if used for educational purposes and to investigate teachers' opinions about the formed learning environment.* *In order to achieve these aims, the authors have sought to answer the following questions:* • *What are the teachers' opinions regarding the use of Facebook in education?* • *Did the teachers change their opinions about the usefulness of*

	Facebook in education in end of the study?
Goals satisfied	• *The study results showed that the teachers' opinions of Facebook use for educational purposes became more positive. The results show that Facebook Virtual Class enables several activities to be done by teachers which are not possible to do in "real-life" classrooms.* • *Teachers suggest that this learning environment does not only help to improve students' team working skills, but also helps them to achieve better results in learning.* • *They expressed the view that the students' file and link sharings will increase their participation and motivation.* • *Thanks to social networking websites, students can get to know each other better and take education to its highest level, and thus become more qualified with the help of different tools, because this way they get exposed to richer learning environments.*
Risks	*Not applicable*
Input from	http://www.jucs.org/jucs_19_5/the_use_of_social/jucs_19_05_0658_0671_bicen.pdf

4.2.4. Using Flickr as an online classroom

Table 24: LL8 - Using Flickr as an online classroom

ID	**LL8 - Using Flickr as an online classroom**
Description	*Lynette Zeeng is a photographer from a traditional background, who became increasingly concerned about the gap between current digital photography technology and the way photography was being taught to students. Lynette decided to develop an online extension of her classroom.*
Concept to be supported	*- Blended class. Face-to-face studio for learning photography techniques supplemented by an online component using Flickr for submitting and presenting work, peer feedback and teaching comments*
Implementation	*Initially, Lynette felt very daunted by the technology and was uncertain*

approach to follow	*about deviating from her usual and familiar teaching approaches. However, the experience ended up being a very positive one for Lynette and her students, and she felt that she had discovered a new effective means of teaching photography. This was because she spent considerable time planning how she would balance the face-to-face and online components of her class:* • *What elements of the face-to-face class work well, and what could work better? What would be the best use of time in the classroom, and what could be done better online?* • *Spend time exploring the Flickr website, and understanding the various functions and methodologies. Gethelp from a technician or a colleague who has a good knowledge of the technology- Look at the learning outcomes of the class in the context of the assessment and the opportunities offered by the technology* • *How can the technology be used to best support the learning outcomes, and how can the technology improve the way the assessment works? Flickr is good for student submissions, presentations and peer review*
Goals satisfied	*Students usually find Flickr easy to use, as the inherent concepts are similar to many other web 2.0 platforms* • *Positive student feedback about the use of Flickr in their learning* • *Higher levels of student engagement. Students see much more of their peers' work than in a face-to-face class* • *Students engage in higher levels of critical thinking and reflective practice through peer review of work, making comments and joining online discussions.* • *There is 24/7 access to the online classroom, meaning that students have more opportunity to be exposed to other students' work. There is more opportunity to learn by example, have questions answered, receive peer mentoring from other students and to build confidence within the online community* • *Comments made on images are permanent, making it easy for students to refer back and reflect during the entire semester* • *Students can upload and comment on work at any time that suits them, they are not limited to class time* • *Students don't have to continually print photographs for submission, saving time and money on materials and chemicals* • *There is time for students and teachers to have discussions online about relevant topics that there is usually not time for in class, which can lead to a deeper understanding of the subject matter* • *Marking student work is much easier. Teachers do not have to deal with bulky physical portfolios, and can mark work at any time*

	or location convenient to them • *Flickr has an in-built email system called flickr mail. Students can email their teacher directly and alert them about changes to uploaded work. This enables the teacher to click a link and visit the work directly*
Risks	• *A free account on Flickr only has space for 200 images. This may need to be considered when designing assessment tasks* • *Users can licence their images under copyright or creative commons. Before using other people's images on Flickr for educational purposes it is important to check the copyright permissions* • *Some institutions may not allow the use of open web 2.0 software for teaching, check with your institution*
Input from	https://tv.unsw.edu.au/files//unswPDF/CS_Flickr_LTTO.pdf

4.2.5. Student perceptions on using blogs for reflective learning in higher educational contexts

Table 25: LL9 - Student perceptions on using blogs for reflective learning in higher educational contexts

ID	**LL9 - Student perceptions on using blogs for reflective learning in higher educational contexts**
Description	*This study analyses students' perceptions on using blogs for an e-portfolio assessment in a first year Bachelor of Business programme. In this assessment students are provided with weekly e-portfolio frameworks which require them to complete and upload tasks to their personal blog space created on Blackboard. The tasks are completed using specified software such as Microsoft Excel. After they have completed and uploaded the required tasks, students are then required to reflect on their learning using the provided triggers for reflection. The tasks have deadlines and students are given regular formative feedback by lecturers, with summative feedback provided at the end of the semester.*
Concept to be supported	*The study aims to answer two main questions:* *1. What were the students' perceptions on the ease of using blogs as an assessment tool?* *2. How does the use of blogs support students' learning and achievement?*

Implementation approach to follow	*Blogs usage for reflective learning in higher educational contexts*
Goals satisfied	*In the second set of questions, 75% of the students either agreed or strongly agreed that it was easy for them to use their blog with a similar number saying that the blog was easy to navigate.* *The analysis indicated that students found working on personal blogs increased ownership of their work, and provided them with some flexibility in completing tasks.* *Students reported that they were able to check their work regularly and make improvements based on formative feedback received from their lecturers that increased the quality and quantity of their work.*
Risks	*The findings show that although students acknowledged that blogs were relatively easy to use and navigate, more could be done to provide them with sufficient information on how to use the blogs. The function of blogs that students felt most positive about was the ease with which they could upload files for tasks they had completed instead of having to submit hard copies. A challenge however would be motivating staff to provide online feedback as there has been some reluctance from staff to do this.*
Input from	• INVESTIGATING THE USAGE OF BLOGS IN EDUCATIONAL SETTINGS FROM MULTIPLE INTELLIGENCES ERSPECTIVE: http://www.tojet.net/articles/v9i2/9215.pdf • Research and Development in Higher Education: • The Place of Learning and Teaching : http://www.herdsa.org.au/wp-content/uploads/conference/2013/HERDSA_2013_ALI.pdf • Classroom blogging in the service of student-centred pedagogy: Two high school teachers' use of blogs: http://thenjournal.org/feature/175/

4.2.6. Establishing relationships with schools

Table 26: LL10 - Establishing relationships with schools

ID	*LL10 – Establishing Relationships with Schools*
Description	*When dealing with piloting a product in youngsters, the easiest way to achieve it is to go through schools. However, this can be a troublesome*

	process as in general public schools require a series of steps in order to grant permission to enter the school and work with the children. Therefore, established relationships with either the Ministry of Education or specific schools can save from hassle of paper work and time required to get the permission.
Concept to be supported	*It is important that organizations who want to develop a product for children have a sample immediately available through their network, or it can become a troublesome procedure to secure the participants.*
Implementation approach to follow	*Knowing early on the provisions of each country for entering a school to pilot a product or have an established relationship with a school that enables the piloting without delays.*
Goals satisfied	*Our consortium was well connected with schools, therefore piloting did not become a difficult process even though schools would prefer to receive an incentive for doing that.*
Risks	*Limit in generalizing the results if certain schools are selected over and over again.*
Input from	*Experience in working with children and piloting educational products*

4.2.7. Sampling in the school population

Table 27: LL11 - Sampling in the school population

ID	*LL11 – Sampling in the School Population*
Description	*The results of sampling children on a certain cause might be biased based on how the selection is based. It is important that all schools are present on a list clustered in rural and urban areas including children with disabilities or learning disorders from which random samples should be drawn.*
Concept to be supported	*Bias in the results of pilots and/or research. Children of rural areas may not have advanced knowledge of the internet and/or new technologies to be able to learn in similar fashion with urban area children.*
Implementation approach to	*Sample must be carefully selected to be representative of the population of interest in research and pilots.*

follow	
Goals satisfied	*Each partner knows how to conduct research and/or pilot better at the end of this project.*
Risks	*Bias in the results and difficulty in generalizing to the population of interest.*
Input from	*Partners during their conduct of research and evaluation of the pilots.*

4.3. Technical Aspects

Table 28: BP15 - Teaching Electrostatics with Augmented Reality

ID	*BP15 – Teaching Electrostatics with AR*
Description	*The platform focused on one of the possible applications of augmented reality in a learning environment. In this platform, augmented reality is used to aggregate virtual objects in the real world, with which each student interacts and observes from a different point of view.* *School's IT department developed a game to teach basic concepts of electrostatics to 11th graders. They focused specifically on charge interaction and the law of forces between charges (Coulomb's Law). This has been proven to be a difficult subject matter for students, who, even after college level courses of physics, do not seem to be able to apply Coulomb's law as well as one would expect (Maloney,O'Kuma, Hieggelke & Van Heuvelen, 2001).* *The learning goals of the game were obtained from the expected learning outcomes for 12th graders on the subject of Coulomb's Law, proposed by the Chilean Ministry of Education (MINEDUC, 1998). They categorized these outcomes using Bloom's revised taxonomy (Anderson, Krathwohl, Airasian, Cruickshank, Mayer & Pintrich, 2001), resulting in the following lists of learning goals:* *1. Compare the concepts of positive, negative and neutral charged object based on their interaction* *2. Infer the concept of action and reaction in a forceful interaction of two objects* *3. Understand the concept of inverse relation between distance and the electric force* *4. Understand the concept of direct relation between charge intensity and the electric force*

	5. Apply the procedural knowledge of Coulomb's Law in one dimension *6.Apply the procedural knowledge of Coulomb's Law in two dimensions* *To fulfil this list of learning goals, a puzzle-based game was developed, where the players had to move electrically charged objects (crystals) through special locations (portals), avoiding a series of obstacles (asteroids). To move the crystals, the player must use his/her computer as an additional electric charge, interacting with the electrical objects in the virtual world.*
Concept to be supported	*The development of an augmented reality serious game for the instruction of complicated concepts such as electrostatics.*
Implementation approach to follow	*Implementation steps:* ✓ *Identification of learning goals* ✓ *Identification of students' learning needs* ✓ *Identification of the most appropriate learning game/application in order to engage students* ✓ *Identification of students learning characteristics/traits (e.g. In order to test previous students' experiences a brief questionnaire was introduced)* ✓ *Implementation steps in accordance with Bloom's taxonomy:* 1. *Knowledge* 2. *Comprehension* 3. *Application* 4. *Analysis* 5. *Synthesis* 6. *Evaluation* *The performance metrics set were taken into consideration and were valued.*
Goals satisfied	✓ *Students were able to comprehend and internalise complicated concepts with augmented reality* ✓ *The educational approach was staged and the learning objectives were identified* ✓ *Additional in-game elements are added to make the puzzles more challenging*
Risks	*Potential risks include:* • *Failing to develop a serious game or utilize a learning platform that serves the learning goals*

	• *Use of technology may discourage students that have limited prior experiences with mobile technologies.*
Input from	*Corresponding Article*

4.3.1. Augmenting reality in the primary classroom

Table 29: BP16 - Augmenting reality in the primary classroom

ID	*BP16 – AR in the primary classroom*
Description	*Shaw Wood elementary decided to introduce augmented reality games into the school curriculum. One app that has been used particularly frequently is the free augmented reality application Aurasma.* *Aurasma enables a user to take a photograph of a real-world object – such as a building, newspaper headline, billboard, etc. - then to "overlay" that photograph with images, videos or Aurasma animations. Other Aurasma users can, by hovering their mobile phone over the real-world object, view the overlaid image, video or animation.* *For instance, using Aurasma, six-year-old pupils took a picture of their class photograph and added to it an animation providing information about the pupils – such as their favourite sports, singers and animals. Visitors to the school who come across the class photograph are invited to view it through the Aurasma app on their phones. When they do so, the animation plays, informing them of what the six-year-old children like to do, what their favourite sports and animals are, etc.* *After that, the children used Aurasma to create a programme for the Christmas concert. Each pupil photographed a friend, then videoed that friend talking about what they had enjoyed during rehearsals for the concert. Some of the photographs were included on the concert tickets and in the programme. By scanning a picture using camera phones running the Aurasma application, parents were presented with the associated video and could see the pupils in the photos talking about what they enjoyed in rehearsals.* *The main hall at Shaw Wood contains a display of all of the mobile apps the pupils and their eTwinning partners have recommended. To find out more about an app in the display, viewers can open up the Aurasma app on their mobile and point it at the picture of that app to watch a pupil-led video review of that application. Each app in the display also has a QR code; scanning this with a smartphone leads directly to the page for that application in either the Android Market or the Apple App Store – according to the device used to do the scanning.* *This use of mobile technology has been extremely popular with the*

	pupils, who are looking forward to using it in their modern foreign language lessons. It has also been very well-received by parents, who are enthused by the school's plan to use the Aurasma application more widely - for things such as including video messages in class newsletters and associating them with pieces of homework.
Concept to be supported	*The use of augmented reality mobile applications in order to enhance learning activities and support students' projects.*
Implementation approach to follow	*The use of mobile technology (smartphones) along with augmented reality in the school curriculum has the potential to boost student engagement with the instructed subject. Also the introduction of technological means that allow social sharing of student assignments is viewed by the parents in a positively, thus students are further reinforced to participate.*
Goals satisfied	✓ *School curriculum was improved with the use of innovative technological means (augmented reality)* ✓ *Students' imagination and engagement were triggered* ✓ *Educational practice was well received by the parents* ✓ *Students looked forward for the lesson to begin* ✓ *Pupils were already familiar with the use of mobile technology*
Risks	*Potential risks comprise:* • *Lack of proper structure, instructions and planning may have negative effects* • *Parents may disapprove the involvement of their children (especially that young) with the use of smartphones* • *Teachers need to be properly trained in order to deal with students questions, technological implications and other issues* • *Some educators may feel insecure towards their role in the school environment when heavy use of technology is involved* • *Children have to be informed about the learning goals* • *For better structured activities and successful outcomes the use a proper instruction structure (e.g. Gagne's 9 Events of Instruction) is strongly advised*
Input from	*Corresponding article*

4.3.2. Webpaint: Learning German in Welsh-medium school

Table 30: BP17 - Webpaint: Learning German in Welsh-medium school

ID	*BP17 – Learning German in a medium school*
Description	*The school of teacher Ceri Anwen James is a Welsh-medium comprehensive school in South Wales, where all subjects are taught through the medium of Welsh. German is a very popular subject at her school, with many pupils choosing the subject after 9th grade. The main challenge facing a Welsh-medium German teacher is the lack of materials and resources for the pupils.* *In order to fill this void, teacher Ceri Anwen James created a tailor-made website which delivers Welsh-medium German materials designed specifically for the pupils' needs. The lack of resources has been eased thanks to social media tools and IT facilities at school.* *A wiki hosting service, Webpaint, contains a wide range of web links for vocabulary learning, listening exercises and learning conversations. These links bring interesting materials for Welsh pupils to enhance German language learning. The Webpaint site can be updated a number of times a day in reaction to pupil's suggestions and requests.* *The unsuccessful traditional booklet has also been replaced by writing tasks in an online blog. This new method has dramatically changed the way that pupils involve themselves in writing. The appeal of this particular blog for pupils is a broader reading audience including teachers, peer groups and family members. Another project podcast is about to enhance language-learning experiences of pupils in a school exchange program with the Leininger Gymnasium in Grünstadt, Germany.* *Teacher Ceri Anwen James affirms that language learning and social media have been natural partners in her school, and have been vital in increasing interest and participation. The German learning via various web tools in Welsh-medium school has met particular linguistic, academic and practical demands among pupils, parents and teacher. Largely appreciated from her pupils, e-Learning in other subjects has been encouraged to develop a similar approach in following the "German model".*
Concept to be supported	*Collaborative writing (wikis) as a medium of enhancing educational activities. In this case technology is used as the main medium of instruction rather than a supportive one.*
Implementation approach to follow	*Implementation steps should include:* ✓ *Identification of the learning goals*

	✓ *Identification of students' learning needs* ✓ *Identification of the most appropriate learning game/application in order to engage students* ✓ *Identification of students learning characteristics/traits* ✓ *Implementation of the learning tool* ✓ *Measurement of results/outcomes*
Goals satisfied	*The goals/benefits from the adoption of this tool include:* ✓ *Increased participation and engagement by students on the instructed subject* ✓ *Publication of students' assignments to a wider audience* ✓ *Linguistic, academic and practical demands were met* ✓ *Good results from the practice encouraged school to include technological tools on other subjects* ✓ *The service was free to use and good results were accomplished at a little or no cost* ✓ *Students interacted with each other and learned the new concepts in a rich media environment (that is intellectually stimulating and boosts their creativity and their openness to new knowledge)* ✓ *Students became accustomed to the use of technology (in case that they were not) and developed a positive attitude towards school subjects* ✓ *Students acquired the so called 21st Century Skills*
Risks	*Potential risks comprise:* • *Students need to be constantly motivated and monitored* • *This educational practice may be disapproved by some parents* • *The instructor needs to be in close cooperation with school's it department for the avoidance of technical obstacles* • *The wiki has to be privately owned and access restrictions to be put in place* • *Blended learning is the form of learning better suited for this purpose; in case that the subject is only conducted online, students may lose motivation*
Input from	*Corresponding Article*