Súkromná stredná odborná škola
Pro scholaris
Žilina-Bytčica, Slovakia

Facilitating e-Learning for an Inclusive Pedagogy
2021-1-SK01-KA220-VET-000034712

e-FLIP TEACHING ACTIVITY

Activity overview

This activity (implementing the model shared by our Turkish partners) is targeted at students of the 4th year of the Management of regional tourism course (17 -18 years old pupils). The subject matter is Guide services, attended by 15 students.

Students are asked to study the Minoan and Mycenaean art from videos and from the flipbook until the next contact lesson. They will have 1 week to read all of the documents and to answer the EdPuzzle.

When they come to the classroom they will use the knowledge about the Minoan and Mycenaean art within practical tasks. Several skills will be measured and assessed to give them feedback. The activity ends with students´ reflection and self-evaluation and with another activity which introduces the next lesson.

Phase 1 (pre)

Main objectives	To specify the period of Minoan and Mycenaean art. To apply the knowledge of history of art in practice.
Content	We use the flipbook about the history of Minoan and Mycenaean art and the video for our 2nd grade students created by Mr. Milata, our director.
Digitalization of content	The materials were posted to anyflip.com. Students are asked to read them and answer the tasks at home. 1. Flipbook of Minoan and Mycenaean art (https://anyflip.com/yewzu/idxe/) 2. Video on Youtube channel • https://www.youtube.com/watch?v=NjQzhOPmJN8&list=PLmc1crgBayxvy3Qh5A1CT7RML8iSGSbp5&index=10 • https://www.youtube.com/watch?v=yUsDbczeNKI&list=PLmc1crgBayxvy3Qh5A1CT7RML8iSGSbp5&index=9

Monitoring learning	Each student has to watch the video and we will measure the engagement by the time of the video being watched. Each student will answer questions at EdPuzzle (https://edpuzzle.com/media/63b5c90a7f13ce40ec0d2e0d)

Phase 2 (while)

Engaging activity	The students will work in groups on the PC creating the mind map in CANVA and it will be shared by EduPage with the teacher. In the second part of the lesson the students will answer the QUIZZES (https://quizizz.com/admin/quiz/61ba47517673a8001d5ccf2d?source=quiz_share).
Coaching students	The lesson will be led in groups. Students will work in groups at school and the teacher will guide their work and help them if needed. The quiz will be shared in live mode and will be done physically in the classroom.
Design assessment	The students will be evaluated according to the score they obtain in the quiz. Right answers and the speed of reaction are evaluated.

Phase 3 (post)

Reflection	The students' feedback will be given by the poll tool MENTIMETER (https://www.menti.com/al1zvqzv643jf). They will rate their knowledge by % and they will write what was helpful for them, what was easy and what was the most difficult.
Further learning	After the lesson they are asked to write instructions on how to get to their favourite place in the city of Žilina for their classmates. They will share it with the teachers via EduPage and the next lesson will be used as an exercise for practice.

Inclusion

In this class there are 15 students, among which are not students with special needs, but one of them is a student with an individual learning programme and she studies via distance learning. All of the materials are consulted with a special support team and the special pedagogue. The special support team plays a significant role in adapting the contents and the learning strategies to the needs and attitudes of the pupils, ensuring they can work alongside their classmates.

PRO SCHOLARIS ŠKOLA	**Súkromná stredná odborná škola Pro scholaris Žilina-Bytčica, Slovakia**	

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e-FLIP TEACHING ACTIVITY

Activity overview

This activity (implementing the model shared by our Turkish partners) is targeted at students of the 3rd year of the Management of regional tourism course (16 -17 years old pupils). The subject matter is Guide services with 9 students.

Students are asked to study the topographic and chronological preparation of the guide, which was published on www.sutori.com but also on the intranet platform of our school www.nastuduj.sk until the next contact lesson. These materials were made interactively by adding quiz directly in the Sutori platform and questions by Slido.com. Students are asked to create a simple work diary. They have 1 week to read all of the documents.

After coming to school they work in groups in order to complete an itinerary – the 11th slide from the presentation in Canva, which the students have at their disposal. They are also asked to create a promotional material for their tour and it will be evaluated by students from other groups. Several skills will be measured and assessed to provide the teacher´s feedback. The activity ends with students´ reflection and self-evaluation and with another activity which introduces the next lesson.

Phase 1 (pre)

Main objectives	Understanding the topographical and chronological preparation. Create an itinerary according to the given topic.
Content	We use the flipbook created within the previous Erasmus+ project (TRIP), flipbook presentation in Canva, template of the tour and a free model of an itinerary.
Digitalization of content	The materials were posted to anyflip.com, Canva and Padlet. The additional tasks were made by Sutori and Slido. Students have to read them and answer the tasks at home. 1. Flipbook (https://anyflip.com/yewzu/ynhp/) 2. Presentation in Canva: https://www.canva.com/design/DAFSgbV-V2o/DRKmw2vGvla_fhCQBkJogw/view?utm_content=DAFSgbV-V2o&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink

	3. Template of the tour: https://anyflip.com/yewzu/eiry/ 4. Template for the itinerary in padlet: https://padlet.com/triperasmusplus/1i9tu9qehruq73wu
Monitoring learning	• The teacher will see the students´ interaction on the SUTORI story: https://www.sutori.com/en/story/itinerar--vfeZ8SAbyHbAmdfEPDTkxANP. Each student has to complete the activity when he or she is done studying the study materials. • The learners will: 1. Answer the Slido survey (https://app.sli.do/event/66cpnK8mBTLa6HxUaBLnU3). Thanks to the material that the students have to read and study, they will be able to answer the open question: *What is chronological preparation for?* They also have to evaluate the material prepared for them. 2. Create a work diary by a week (https://tweek.so/share/34Jaj8SV8u8KVvUA7Bru). When the students learn about the chronological preparation at home, they will scan the QR code in Sutori leading them to the calendar which should be completed. They have to complete it with the information for the week (the 21st of November 2022 till the 27th of November 2022) and plan the tour for their classmates. They can add info about the weather, birthdays, name-days, holidays, etc. Students are asked to insert a link to their work diary in this forum on Sutori portal. First they must sign in to TWEEK, fill in the information in their fictitious diary, and then share it by this forum.

Phase 2 (while)

Engaging activity	The students will create a topographic and chronological preparation (places, km, timing, and programme) of 1-day trip in groups at school according the routeing given by the teacher. They will use a table template available on the Padlet link/ QR code. https://padlet.com/triperasmusplus/1i9tu9qehruq73wuh They will work in groups to complete the itinerary according to the topic they have chosen from the 11th slide in the given Canva presentation.
Coaching students	Students will work in groups at school and the teacher will guide their work and help them if needed. During the lesson the teacher will check the itinerary if the students planed their trip according to the instructions in the flipbook. The feedback will be given by the teacher directly on Padlet via its tools of comments and evaluations.
Design assessment	During the presentation of students´ itineraries the teacher will evaluate: - Timing (20%)

	- Programme (20%) - Kilometers and routeing (20%) - Notes (relevant market prices, instructions) (20%) - Form of the itinerary (20%)

Phase 3 (post)

Reflection	The students' feedback will be given by the poll tool on https://www.sutori.com/en/story/itinerarvfeZ8SAbyHbAmdfEPDTkxANP. The question is the following: *How would you rate your involvement in the lesson?* 1. Based on the materials I understood the topic and was able to confidently apply the knowledge to the assigned tasks. 2. After studying I was not sure about the subject but the tasks and working in a group helped me to apply the knowledge in practice. 3. I studied the materials but I still didn't understand the tasks. 4. I studied the materials thoroughly and did not understand what I was supposed to do in the tasks.
Further learning	The students have to create a promotional material in the CANVA programme, which they will use to promote their one-day trip among SSOŠ Pro scholaris students. It can be a video or a poster. If it's a poster, they have to download it in PNG format. If it is a video, they will share it with the teacher via the link. Then they will upload the outputs to a comment under their itinerary in PADLET: https://padlet.com/triperasmusplus/1i9tu9qehruq73wu . The students will evaluate their classmates. They will rate the best promotional material on https://www.sutori.com/en/story/itinerar--vfeZ8SAbyHbAmdfEPDTkxANP. They can only vote for the material created by another group within the class (not to vote for their own work). The best group will be awarded by a grade/mark.

Inclusion

There are 9 students in this class, none of them with special needs. However, there are 3 students who need help during the educational process. One of them studies according to the individual learning plan and studies via distance learning. Another student had problems with concentration and attention disturbances during his primary school studies. Although he does not require the pedagogical assistant anymore, we consider his special needs when planning the learning process.

The special support team plays a significant role in adapting the contents and the learning strategies to the needs and attitudes of the pupils, ensuring they can also work well alongside their classmates. The Sutori digital platforms help to lead distance learning process very effectively.

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e-FLIP TEACHING ACTIVITY

Activity overview

This activity (implementing the model shared by our Turkish partners) is targeted at students of the 2nd year of the Business academy course (15 -16 years old pupils). The subject matter is Spanish language attended by 15 students.

Students are asked to study the vocabulary which was published on www.sutori.com but also on the intranet platform of our school www.nastuduj.sk until the next contact lesson. The materials in question were made interactively by adding Flashcards created by Quizlet directly in Sutori platform, and auto-evaluation poll. Time to read all of the documents is one week.

During the contact lesson students work in groups and the vocabulary is used during the EdPuzzle activity.

A task given to students is to create a video explaining the recipe of their favourite meal after the lesson. Several skills are measured and assessed to give them proper feedback. The activity ends with students´ reflection and self-evaluation and with another activity which introduces the next lesson. Evaluation of the students will be done based on their homework by the teacher.

Phase 1 (pre)

Main objectives	To gain new knowledge of Spanish cooking, to compare Spanish and Slovak cuisine. To apply the imperative mood in practice.
Content	We use the flipbook with vocabulary related with UNID 5 and with the Slovak and Spanish food, flipbook with grammar.
Digitalization of content	The materials were posted to anyflip.com. Students have to read them and answer the tasks at home. 1. Flipbook of Imperative mode (https://anyflip.com/yewzu/sadc/) 2. Flipbook of vocabulary (https://anyflip.com/yewzu/kngy/) 3. Flipbook about Slovak and Spanish food (https://anyflip.com/yewzu/jnjd/)

Monitoring learning	The teacher sees the student's interaction in the SUTORY story: (https://www.sutori.com/en/story/comida-espanola--USUhaPqZCjJhpArVEdktgRGz). Each student has to complete the activity after reading the study materials. ● The learners will: 1. Answer the questions and learn the vocabulary using the Quizlet (https://quizlet.com/_c4da9e?x=1jqt&i=3p2788) and with the help of the material that the students had to read and study from flipbooks, 2. Evaluate their progress by themselves using Sutori poll in the form of percentage.

Phase 2 (while)

Engaging activity	The students have to watch a video about the preparation of Gazpacho. They will answer questions directly in the video using EdPuzzle: https://edpuzzle.com/media/637b65547e92cc40df47c28a on SUTORI. They are asked to answer the quiz on Sutori as well and they will describe their own favourite food in comments on Sutori.
Coaching students	Students will work on the video task in groups at school and the teacher will guide their work and help them if needed. The feedback will be given by EdPuzzle directly. The teacher will also coach students using the tools of Sutori – comments, quizzes and Mentimeter (https://www.menti.com/alosbx2jauhp). The standard is to obtain the same number of comments in SUTORI as the number of students in the group. They have to comment in the FORUM of the video activity, answering the question: What is your favourite food from Slovak cuisine? The students will have an opportunity to answer the matching quiz in SUTORI. https://www.sutori.com/en/story/comida-espanola--USUhaPqZCjJhpArVEdktgRGz.
Design assessment	The students will send the scan of their result from the Quizlet to the school platform EduPage and they will obtain the grade for it. The Quizlet test is a part of the SUTORI presentation. The feedback will be given by the teacher directly in the EduPage platform via tools of comments and evaluation.

Phase 3 (post)

Reflection	The students' feedback will be given by the poll tool on https://www.sutori.com/en/story/comida-espanola--USUhaPqZCjJhpArVEdktgRGz . The question is the following: How many words from the topic do you remember? 1. 100 – 85% 2. 84 – 70%

	3. 69 – 50% 4. 49 – 33% 5. 32 – 0%
Further learning	The students write their own favourite recipe. They have to describe the needed ingredients, describe the process in imperative and justify why it is their favourite recipe. They will prepare the presentation in CANVA and upload the link in SLIDO.: https://app.sli.do/ event/87Q5XDu7ForUVDEkbDRU9i/embed/polls/ea29686c-8405-4a48-a2e9-67 d226497b61. The teacher will obtain the presentations from each student and it will also be evaluated.

Inclusion

There are 15 students in this class, among which 3 students who have special needs. One of them is an autism student with an individual learning programme and he studies by the form of distance learning from home. All of the materials are consulted with a special support team and by the special pedagogue. Another student has a problem with concentration and attention disturbances in addition to dyslexia and dysgraphia. A special support is also given to another student who used to be integrated during his primary school studies because of dyslexia and dysgraphia. Although she is does not require the pedagogical assistant anymore, we consider her special needs when planning the learning process.

These pupils have the option of using a dictionary, various grammar tables, and when writing, the teacher acknowledges the correct and phonetic writing of the words used. A student can write homework on a computer. For all of these pupils, we follow and appreciate the efforts and progress made through the support provided in the form of an individual approach and consultation (we also monitor progress in areas that are not key). We are trying to give positive incentives and formulate negative criticism in such a way as to promote positive mental health. In solving tasks, we do not push for speed, as there is a tendency to increase the error rate.

Only one of the students has a pedagogical assistant but sometimes he is not accompanied by the assistant. The special support team plays a significant role in adapting the contents and the learning strategies to the needs and attitudes of the pupils, ensuring they can also work well alongside their classmates.

PRO SCHOLARIS ŠKOLA	**Súkromná stredná odborná škola Pro scholaris Žilina-Bytčica, Slovakia**	

Facilitating e-Learning for an Inclusive Pedagogy
2021-1-SK01-KA220-VET-000034712

e-FLIP TEACHING ACTIVITY

Activity overview

This activity (implementing the model shared by our Turkish partners) is targeted at the students of the 4th year of the Management of regional tourism course (17 -18 years old pupils). The subject matter is Guide services attended by 15 students.

Students are asked to study the Roman art from videos and from the flipbook until the next contact lesson. They have 1 week to read all of the documents and create a mind map using an application Poplet.

When they come to the classroom they use the knowledge about the Roman art in different tasks. Several skills are measured and assessed to give them feedback. The activity ends with the reflection of students and self-evaluation and with another activity which introduces the next lesson.

Phase 1 (pre)

Main objectives	To specify the period of ancient Roman Empire, findings in Europe and Slovakia. To compare the Greek and Roman art. To apply the knowledge of history of art in practice.
Content	We use the flipbook about the history of Roman art and the video for our 2nd grade students made by Mr. Milata, our director.
Digitalization of content	The materials were posted to anyflip.com. Students are asked to read them and answer the tasks at home. 1. Flipbook of Roman art (https://anyflip.com/yewzu/kidm/) 2. Videos on Youtube chanel: • https://www.youtube.com/watch?v=ouaYjlTwjMg • https://www.youtube.com/watch?v=MHmNf7EsXFA • https://www.youtube.com/watch?v=C4kAkwB8FtI • https://www.youtube.com/watch?v=xWQ0d98-4a0 • https://www.youtube.com/watch?v=CsTLJu4H9gw • https://www.youtube.com/watch?v=UO28mSMnlrg

Monitoring learning	Each student is supposed to watch the videos and we will measure the engagement by the time of video being watched. Each student will create a mind map using POPLET.

Phase 2 (while)

Engaging activity	The students will be divided into groups and they will answer different tasks in order to pass to the other part of the history of art.
Coaching students	The lesson will be led as a quiz lesson via genial.ly. The students have to help Mr. Holmes to solve his famous cases. The task is more difficult for him because it is connected to the Ancient Roman empire. He is not good at History, so he has some questions to answer that can lead him to the right solution of the case. Following link is for the quiz: https://view.genial.ly/63b5a404d309ae0012c4418e/interactive-content-detective-quiz.
Design assessment	The students will choose a leader of each group. This person will be asked to answer questions after the task in the groups is done. Their task is to check how many right answers are in the group and this person will establish the best student in the group. According to the number of right answers, the group will obtain the mark for a lesson activity. (10 answers – 100%, 8-9 answers – 95%, 7 – 6 answers – 90%, 5-0 answers: these students will do a short exam during the next lesson).

Phase 3 (post)

Reflection	The students' feedback is given by the poll tool SLIDO (https://app.sli.do/event/2JUNJZivcx6Zxr3R2etEDf). They will rate their knowledge with stars and they write what was helpful for them, what was easy and what was the most difficult.
Further learning	The students will describe the monument or place related to the Roman art, describing its history, artistic characteristics, value and reason why it was chosen. They will share it via platform EduPage to be evaluated during the next lesson, during which it will be presented for their classmates.

Inclusion

There are 15 students in this class, among which are not any students with special needs but one of them is a student with an individual learning programme and she studies in a form of distance learning. All of the materials are consulted with a special support team and the special pedagogue. The

special support team plays a significant role in adapting the contents and the learning strategies to the needs and attitudes of the pupils ensuring they can work alongside their classmates.

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e-FLIP TEACHING ACTIVITY

Activity overview

This activity (implementing the model shared by our Turkish partners) is targeted at students of the 1st year of the Business academy, Information systems and technologies, or Management of regional tourism course (14 -15 years old pupils). The subject matter is Biology and ecology, with approx. 30 students.

Students are asked to study the theoretical knowledge about first aid from videos and from the official app/ webpage. They will have 1 week to read all of the documents and to answer the EdPuzzle.

When the students come to the lesson they will use the knowledge in practical tasks. Several skills will be measured and assessed to give them feedback. The activity ends with students´ reflection and self-evaluation and with another activity which introduces the next lesson.

Phase 1 (pre)

Main objectives	To learn the basics of first aid. To apply the theory into practice.
Content	We use the videos and official webpage.
Digitalization of content	The materials to study for students are the basic information on the official webpage: http://www.prvapomoc.sk/page/33/prva-pomoc/. The students can also use the mobile app: http://www.prvapomoc.sk/page/86/aplikacia/
Monitoring learning	Each student has to watch the video of Cardiopulmonary resuscitation and we will measure the engagement by the times of the video being watched. Each student will answer questions on EdPuzzle (https://edpuzzle.com/assignments/60336fb642e5c4428b3ae823/watch)

Phase 2 (while)

Engaging activity	The students will do role play in groups. They will apply the first aid to a person according to the instructions in the application. The main objective is for them to get to know the app and to use it in a case of emergency.
Coaching students	The lesson will be led in groups. Students will work in groups at school and the teacher will guide their work and help them if needed. The quiz will be shared in live mode and done physically in the classroom.
Design assessment	The students will be evaluated according to the score they obtain in the EdPuzzle (40%) and they will obtain the remaining 60% by working in groups.

Phase 3 (post)

Reflection	The students' feedback will be given by the poll tool MENTIMETER (https://www.menti.com/al1zvqzv643jf). They will rate their knowledge using % and they will write what was helpful for them, what was easy and what was the most difficult.
Further learning	The students will create a short instructional video (animated) in PowToon for different kinds of health problems and they will give instructions on how to prevent them.

Inclusion

There are students with special needs in these classes. All of the materials are consulted with a special support team and the special pedagogue. Some students have problems with concentration and attention disturbances, hearing problems or others, such as dyslexia or/ and dysgraphia. We also give a special attention to a student who used to be integrated during his primary school studies because of dyslexia and dysgraphia. Although she does not require the pedagogical assistant anymore, we consider her special needs when planning the learning process. For all of these pupils, we follow and appreciate the efforts and progress made through the support provided in the form of an individual approach and consultation (we also monitor the progress in areas that are not key). We are trying to give positive incentives and formulate negative criticism in such a way as to promote positive mental health. In solving tasks, we do not push for speed, as there is a tendency to increase the error rate. We also have to adapt the learning process to Ukrainian students, only they have a pedagogical assistant helping them with the language. The special support team plays a very significant role in adapting the contents and the learning strategies, especially adapting them to the needs and attitudes of these pupils, ensuring they can also work well alongside their classmates.

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2021-1-SK01-KA220-VET-000034712

e-FLIP TEACHING ACTIVITY

Activity overview

This activity (implementing the model shared by our Turkish partners) is targeted at the students of the 2nd year of the Business academy course (15 -16 years old pupils). The subject matter is Spanish language attended by 15 students.

Students are asked to study the video and the flipbook of vocabulary and also the grammar of Imperative mode. Those materials were made interactively by adding questions to be answered. They will have 1 week to read all of the documents.

During the contact lesson they will simulate dialogues in the streets asking for directions using google maps live. Several skills are measured and assessed for feedback. The activity ends with students´ reflection and self-evaluation and with another activity which introduces the next topic.

After the lesson they are asked to write instructions for their classmates that they are supposed to follow in order to get to their favorite place in the city of Žilina. Several skills will be measured and assessed to give them feedback. The activity ends with student reflection and self-evaluation and with another activity which introduces the next lesson. The students will be evaluated by the teacher based on their homework.

Phase 1 (pre)

Main objectives	To apply the imperative mood in practice. To give directions in the street
Content	We use the flipbook with vocabulary related with UNID 8, flipbook and video (created by Ms. Ladňáková in PowToon) with grammar.
Digitalization of content	The materials were posted to anyflip.com. Students have to read them and answer the tasks at home. 1. Flipbook of Imperative mode (https://anyflip.com/yewzu/sadc/) 2. Flipbook of vocabulary (https://anyflip.com/yewzu/kngy/) 3. Video of Imperative mode (https://www.youtube.com/watch?v=V9HMqayOURQ)

Monitoring learning	Each student has to watch the video and we will measure the engagement by the times of the video being watched. Each student will answer questions on EdPuzzle (https://edpuzzle.com/media/63b5d8d4b3163040db65f1ee)

Phase 2 (while)

Engaging activity	Students will work in pairs simulating the different situations on how to get to different places in the city of Žilina. They will also use the street view in Google maps.
Coaching students	The lesson will be led in groups. Students will work in groups at school and the teacher will guide their work and help them if needed. Students are given timely feedback on pronunciation, linguistic register and body language.
Design assessment	The students will be evaluated according to the score they obtain in the EdPuzzle (40%) and the remaining 60% will be obtained while working in groups.

Phase 3 (post)

Reflection	The students' feedback will be given by the poll tool MENTIMETER (https://www.menti.com/al1zvqzv643jf). Their knowledge is rated by % and they will write what was helpful for them, what was easy and what was the most difficult.
Further learning	After the lesson they are asked to write instructions on how to get to their favorite place in the city of Žilina for their classmates to follow. They will share it with the teachers via EduPage and the next lesson will be used as an exercise for practice.

Inclusion

In this class there are 15 students but 3 of them are students with special needs. One of them is an autism student with an individual learning programme and studies via distance learning. All of the materials are consulted with a special support team and the special pedagogue. Another student has a problem with concentration and attention disturbances, dyslexia, and dysgraphia. We also give special support to another student who used to be integrated during his primary school studies because of dyslexia and dysgraphia. Although she does not require the supporting teachers anymore, we bear in mind her special needs when planning the learning process.

These pupils have the option to use a dictionary, various grammar tables and when writing, the teacher acknowledges the correct and phonetic writing of the words. A student can write homework on a computer. For all of these pupils, we follow and appreciate the efforts and progress made through the

support provided in the form of an individual approach and consultation (we also monitor progress in areas that are not key). We are trying to give positive incentives and formulate negative criticism in such a way as to promote positive mental health. In solving tasks, we do not push for speed, as there is a tendency to increase the error rate.

Only one of the students has a pedagogical assistant but sometimes he is not accompanied by the assistant. The special support team plays a significant role in adapting the contents and the learning strategies to the needs and attitudes of the pupils, ensuring they can also work well alongside their classmates.

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e-FLIP TEACHING ACTIVITY
THE BERLIN WALL

BERLIN WALL for simplified programming.

PRE define objectives: the aim of the unit is the same of the classroom, so to let students know the modern history of Europe, in particular the period from 1961 to 1989. Videos, extracts and visual task will be as short as possible and will contain the most significant events. In addition, keywords will be highlighted. The videos have questions they have to answer for skipping to the new one. These questions will be structured in multiple choice, with particular emphasis on keywords. At the end of the unite there will be a summative final test, equivalent tests, useful to ascertain whether the student, despite the diversity of the situation, is able to reach the necessary competence threshold; to check what they have learnt and eventually add new explanations if needed. Plan targeted activities in preparation for the test. In order the do that, teachers will use the basis of the Bloom's Taxonomy.

Digitalize content: the history of Berlin Wall (EDPUZZLE); Kennedy's speech "Ich bin ein Berliner" (VIDEOANT) and tapescricpt (WORD); film review "Goodbye Lenin" (WORD and YOUTUBE); Works of Art made by Thierry Noir, book review "Noi i ragazzi dello zoo di Berlino" (WORD); Rostropovich Cello for the fall of the wall (YOUTUBE).
Encourage the organization of content according to relevant paths and curricula present the actual starting situation of the students. All the contents are studied to be collaborative and interactive, with structure and/or articulation different from that administered to the group or to other students, however referred to the same level and scope of content of the training standard.
Every new material will be sent by the teachers through a link and at the end, they will be all uploaded on BLANDSPACE to collect everything.

Monitor learning: videos have been created through VIDEOANT and EDPUZZLE; the teacher structures the activities in such a way as to provide a minimum program with the search for essential contents by structuring an

equivalent program with the partial reduction and/or replacement of the contents, seeking the same educational value. Programming and educational and didactic interventions are calibrated on individual cognitive abilities in order to achieve the objectives.

WHILE create engagement activity: since learner engagement is a key factor in learning, it is even more so for students with disabilities. The methodological approach is mainly practical, operational, simplified and concrete. We are constantly trying to involve the students with disabilities to the teaching activity carried out in the classroom, leveraging their preferences, as well as on the need to ensure full integration and socialisation.
All the activities have been created according to an active partecipation of all the students, in order to let them learn in an optimal way and activate their learning process.
Feedback: provide opportunities to give feedback on learning activties; prompt and to the point; comprehensive to all, positive parts before and then the negative side.

POST reflection: give learners tasks to reflect on their learning activities to strengthen the learning.
Futher learning activities: digitalized learning activities to strengthen the learning (ex. Homework); it must be fun, entertaining and collaborative.
Assessment: extended/delayed assessment tasks could be created if needed and they can be recycled.
Monitor: monitor all after the lessons activities and provide extra support if needed.

Activity links	**Interactive video: il Muro di Berlino** https://edpuzzle.com/media/63a199d387ba7e412fb13d07

Facilitating e-Learning for an Inclusive Pedagogy
2021-1-SK01-KA220-VET-000034712

e-FLIP TEACHING ACTIVITY

Activity overview

This activity (implementing the model shared by our Turkish partners) is targeted at students of the 3rd year of the tourist technical course (16-17 years old pupils). The main subject involved is English language, with help from the ICT lab teacher and from the class support teacher who assists students with special needs.

Students are being asked to watch at home some short videos featuring dialogues taking place at the reception desk of a hotel. Those clips are made interactive by adding questions that pop up during the reproduction.

In class students are asked in pairs to simulate dialogues at the reception desk of a hotel. Several skills are being measured and assessed to give them feedback. The activity ends with student reflection and self-evaluation and with another activity which introduces the next topic.

Phase 1 (pre)

Main objectives	Understanding the professional terminology of hotel front desk. Comparing professional attitudes among cultures.
Content	Selected videos found on services such as YouTube with dialogues and situations.
Digitalization of content	Videos are posted to EdPuzzle with inline questions. Students have to watch them and answer the questions at home.
Monitoring learning	Through EdPuzzle we are able to know which students did watch the video and to assess their understanding of the concepts.
Activity links	**Situations at the hotel front desk** Checking into a hotel https://edpuzzle.com/media/628e591626e00940d9bf9402 **Hotel problems** https://edpuzzle.com/media/628e574a0132b9413c3bb7ee **Video selected for a SEN student.** **https://edpuzzle.com/media/628e5f41abe43a414594b888**

Phase 2 (while)

Engaging activity	Students in pairs simulating the different situations and dialogues at the hotel front desk.
Coaching students	Students are given timely feedback on pronunciation, linguistic register, and body language
Design assessment	During the oral speaking activity, the following skills are being assessed: - lexicon, sentence morphology and syntax - use of professional micro-language - interpretation of the role of a front desk receptionist
Activity links	**Survey on Mentimeter** about words related to hotels and to self-perception of knowledge. https://www.menti.com/4y94iavyqc **Real-world based task: dialogue at the hotel for a SEN student** Click here to watch the video

Phase 3 (post)

Reflection	Each student is given a self-evaluation survey about how he rates his performance and what he thinks can be furtherly improved.
Further learning	Activity: *You have to take a flight. In preparation, you watch the safety instructions video from an anglophone air company to learn more.* This activity is preparatory to the next one. At the hotel desk nobody ever invites you to read carefully and understand the safety instructions, usually situated behind the room door. **American Airlines.** (2016, September 22). *American Airlines Safety Video* [Video]. YouTube. https://www.youtube.com/watch?v=LXb28mVZiJo

Inclusion

In the class we have a student with special needs. She will work on the same subject (with different contents), and she will play the situation at the desk of a real hotel. Her speaking activity will be recorded and shared with her family using ClassDojo.

The support teacher plays a significant role in adapting the contents and the learning strategies to the needs and attitudes of the pupil, ensuring she can also work well with her classmates.

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Facilitating e-Learning for an Inclusive Pedagogy

2021-1-SK01-KA220-VET-000034712

e-FLIP LESSON PLAN

Activity overview

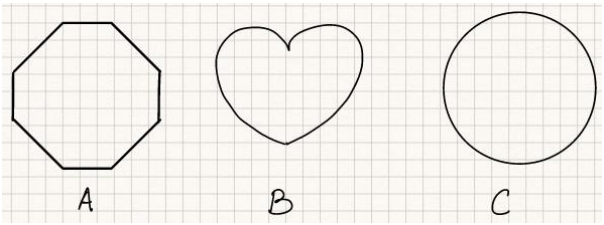
The activity planned to teach derivatives in mathematics to a 5th grade class in a technical high school with a tourism focus will be based on the flipped classroom method. The students will receive a video prepared by the teachers through the EdPuzzle platform to watch at home. While watching the video, students will also have to answer interactive questions to check their understanding of the content. In class, students will discuss their reflections on the video watched with the teacher and will undertake a practical activity involving cutting different shapes with scissors. This practical activity will help students understand the concept of tangent lines and differentiability. The laboratory activity was chosen to promote the understanding of the geometric meaning of the derivative through visual and tactile representation. In fact, it is very intuitive to associate the direction of the cut with the concept of tangent lines to a curve at a point. As a second practical activity, students will have to draw segments following certain rules indicated by the teacher, through which they will construct the envelope of the tangents of a parabola. The intention of this work is to make students understand the importance of the derivative, because by knowing the direction of the tangent line at each point, we can imagine the profile of the curve. In this way, students will have the opportunity to experiment concretely with what they are learning, making the learning more effective.

Phase 1 (pre)

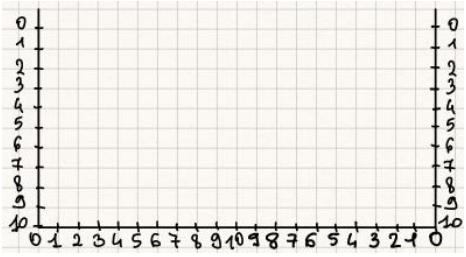
Main Objectives	Define and identify the concept of tangent line to a curve at a point. Understand the graphical interpretation of derivatives, such as the slope of the tangent line to a curve at a point. Apply derivatives to understand real-world problems, such as analyzing the maximum or minimum of a function graphically and the behavior of a phenomenon like population growth. Use derivatives to determine the concavity and inflection points of a function intuitively.
Content	YouTube video

Digitalization of the content	Edited video using EdPuzzle. https://edpuzzle.com/assignments/643d3d403391d942b9e02485/watch
Monitoring Learning	Thanks to EdPuzzle, the teacher will be able to monitor students' progress, check who has watched the video, and understand their level of understanding of the concepts covered, thereby facilitating targeted intervention for any students who need further explanation or support.

Phase 2 (while)

Engaging students	The practical activity involves students cutting different shapes with scissors. The chosen shapes are a polygon, a heart, and a circle. For the first shape, it will be enough to cut along the sides. However, for the other two, it will be necessary to frequently change the cutting direction to respect the profile of the figure. In particular, in the concavity of the heart, it will be necessary to direct the scissors vertically, just as it happens at a point where the function is not differentiable. In this way, students will have the opportunity to understand the concept of tangent line and differentiability of a function. The main objective is to actively involve students in the learning of derivatives, in order to make the topic more interesting and understandable. 

As a second practical activity, students will have to trace segments following specific rules indicated by the teacher. Once finished, they will be able to imagine the curve of the parabola without ever having drawn it. In fact, they have constructed the envelope of tangents to a parabola. This way, they can understand the importance of derivatives, as by knowing the direction of the tangent line at every point, they can imagine the shape of the curve.



Coaching	Teachers can help students during the hands-on activity with scissors by providing explanations and further insights on the concepts of tangent line and differentiability.
Design assessment	To monitor the effectiveness of the practical activity, the teacher prepares an interactive activity using Mentimeter. Students are invited to express their difficulties and share their reflections on the experience. The teacher records all the students' responses through Mentimeter and also on the board, obtaining detailed and immediate feedback on the effectiveness of the practical activity and on the students' understanding of the concept of derivatives. In this way, the teacher can also intervene promptly to clarify any doubts or difficulties encountered by students and further improve the teaching-learning process. https://www.menti.com/al2gjcg2hsph

Phase 3 (post)

Reflection	In the third phase of this flipped classroom activity, students gather in class for a discussion guided by the teacher on the topic of derivatives. The teacher uses active learning tools to engage students and further deepen the topic. Students are given the opportunity to ask questions and interact with each other, in order to clarify any doubts

	or difficulties that emerged during the practical activity previously done. In this way, students have the opportunity to consolidate their understanding of the topic and apply the acquired knowledge in their daily lives.
Further learning	To verify the students' learning on the geometric meaning of derivative, stationary points, and points of non-differentiability, the teacher proposes an interactive quiz using Kahoot to the class. https://create.kahoot.it/share/introduzione-intuitiva-alla-derivata-di-una-funzione/e96d6afe-1298-46b6-8275-760c42244f2f
Monitoring	Thanks to Kahoot, the teacher can see the students' answers in real-time and assess their level of knowledge of the topic. This way, the teacher can intervene promptly to fill any gaps or provide further explanations on concepts that are not understood.

Inclusion

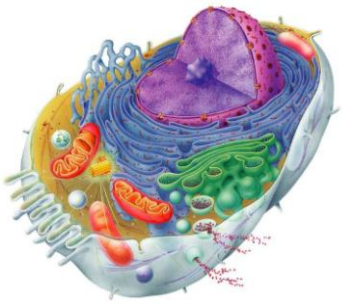
The activity on derivatives carried out with the flipped classroom approach can promote the inclusion of students in the class. By using videos and interactive tools such as EdPuzzle, all students are given the opportunity to learn at their own pace, without the pressure of time and immediate comparison with classmates. Additionally, the practical activity with scissors allows students to be actively and concretely involved, regardless of their mathematical abilities. The formative assessment through Mentimeter and Kahoot allows for an inclusive evaluation of learning, giving all students the opportunity to participate and express their knowledge. The student with special educational needs completed Mentimeter individually, while preferring to work in pairs during Kahoot, thus lowering their stress level and also allowing them to achieve a place on the podium. The environment created during all phases of this laboratory activity was relaxed and motivating, thus allowing the inclusion and respect of the diverse needs and abilities of students.

Facilitating e-Learning for an Inclusive Pedagogy
2021-1-SK01-KA220-VET-000034712

e-FLIP TEACHING ACTIVITY

Activity overview

This activity (implementing the model shared by our Turkish partners) is targeted at students of the 1st year of the vocational course for Opticians (14-15 years old pupils). The subject interested is *Health Science* that, during the first year of course, involves the study of the most important elements of Biology.
One of the main topics is the cell: its structure and functions. Since cell is often seen as an abstract concept but at the same time it is usually already discussed in the Secondary School, this topic can be good to be dealt with an e-FLIP activity.



Students are being asked to watch at home three videos about cell structure, organelles functions and cell membrane features. The videos have been edited on EdPuzzle adding open-ended and multiple-choice questions that pop up during the reproduction. After watching the videos, in class, students are asked to work in groups of three (members are choosen by the teacher according to cooperative learning principles) to create maps using the app Canva. Since the students are fifteen, five groups are created, each one produces its own map. Each map is being presented to the class and after a discussion among the students and the teacher, just one map is created by the class. It is shared through our platform's group, printed and hung on the wall in the classroom.
The teacher will correct the maps and evaluate the presentations (content, ability to explain and specific language) sending feedbacks to each group.
After this, the same groups are being asked to create cards with Quizlet and, as final product, to build cell models to use in our Science laboratory. The final product will be realized in the last weeks of the school year.

All the groups are set up to involve students with specific learning disorders and students with language difficulties.

Phase 1 (pre)

Main objectives	To learn and to understand cell structure and its main functions To recognizing subcellular parts (structure and functions) and to create a cell model
Content	Selected videos on YouTube about cell structure Power Point presentation about cell School text eBook about subcellular parts
Digitalization of content	Videos are posted and edited with EdPuzzle with online questions Students have to watch them and answer the questions at home
Monitoring learning	Through EdPuzzle we are able to monitor students activities: if they watched the video, answered the questions and understood the content
Activity links	https://edpuzzle.com/media/642585eafbf6f142bd3a0597 https://edpuzzle.com/media/64458cacd8fbe443238d0652 https://edpuzzle.com/media/64458d4e8967b742e412f444

Phase 2 (while)

Engaging activity	Students work in groups of three They gather information about cell parts and then draw them on a map with Canva during the lesson. They present the maps to the class, discuss about them and select/create a sole map The same groups prepare a Quizlet to memorize subcellular parts' name and functions
Coaching students	Students are given timely feedback on the understanding of the content and on the use of specific language
Design assessment	During the group activities, the following skills are being assessed: - understanding of the content - ability to explain them - use of the specific language Ability to work in groups, to discuss and compare maps is also evaluated by an observation rubric Quizlet flashcards are used to assess comprehension and ability to recognize cell's parts and their functions.
Activity links	https://www.canva.com/design/DAFg8tHqhYw/qxpuP9A98KgRJZZxgoYeWw/edit?utm_content=DAFg8tHqhYw&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton https://quizlet.com/it/795783569/cellula-flash-cards/?funnelUUID=7debe02b-7b9a-4aab-beda-ff572f2c4e82

Phase 3 (post)

Reflection	Each student is given a self-evaluation survey about how he rates his performance and what he thinks can be furtherly improved.
Further learning	The students have to create a cell model: - design the cell model - choose the appropriate materials for each cell part - build it and present it. Cell models will become a school equipment to study the cell structure in our Science laboratory. THIS ACTIVITY WILL BE COMPLETED DURING THE LAST WEEKS OF THE SCHOOL YEAR
Monitoring	Evaluation of the model: size and shape of the subcellular parts, correct use of Quizlet definitions to point out cell's parts.

Inclusion

In the class there is one student with language difficulties and three students with specific learning disorders.

Cooperative learning in selected groups can be useful to help the student to learn Italian and to help the others to reinforce lexicon's knowledge.

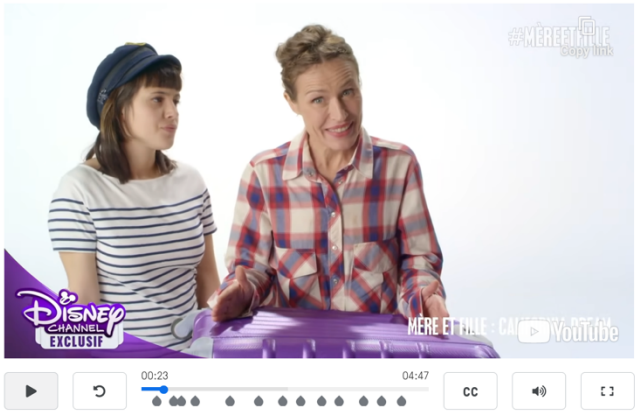
Group activities are useful for every student and for these ones in particular because, belonging to a first class, they need to better know each other to promote an effective inclusion of everyone.

Facilitating e-Learning for an Inclusive Pedagogy
2021-1-SK01-KA220-VET-000034712

e-FLIP TEACHING ACTIVITY

Activity overview

This activity (implementing the model shared by our Turkish partners) is targeted at students of the 2nd year of the tourist technical course (15-16 years old pupils). The main subject involved is the French language, with help from the class support teacher who assists students with special needs.



Students are being asked to watch at home a short video featuring a mother and a daughter arguing about how to pack the girl's suitcase efficiently. The teacher edits the video on EdPuzzle adding questions that pop up during the reproduction (open-ended, multiple-choice questions so well as some notes meant to be read to ensure comprehension). After watching the video, students are asked to write on an Excel file a list of terms with all the necessary items for a one-week trip to Paris. The class is actually going to Paris on a language stay in September 2023, so this is reality task will help them to develop a key competence not only for this trip, but for life.

In class students are asked to work in groups to put together their lists, call off duplicates and think about which items can be useful for this kind of experience. The teacher will decide the member of the groups according to the cooperative learning principles, symbolized by the acronym PIES. Each principle will contribute to the success of cooperative learning in a different way:

Positive interdependence creates mutual support among students, creates peer norms favoring achievement, and increases the frequency and quality of peer tutoring.

Individual accountability dramatically increases student participation and motivation to achieve.

Equal participation: students who otherwise would not participate or who would participate very little become engaged when we equalize participation.

Simultaneous interaction: the amount of participation per student and our efficiency in teaching and managing the classroom are increased enormously when we use simultaneous rather than sequential structures.

Once the excel file is ready, students can easily copy and paste their list on Quizlet, so that each group will be able to share a link of a set of words/items on the school's platform. In order for this set to be more effective, images need to be added for visual learners. Our students use Quizlet regularly and they do all already have an account. The teacher will correct these drafts and send feedbacks to each group

via our platform's chat. After this, the entire class could practice on Quizlet and each student will be given some time to learn at his/her own pace.

Finally, the teacher will create a Kahoot set with questions, not only about vocabulary, but on how to pack a suitcase efficiently for this trip and other kind of trip, aiming to develop this competence.

We need to underline that some of our students come from low- and middleclass families and they go abroad on these school projects for the very first time.

Phase 1 (pre)

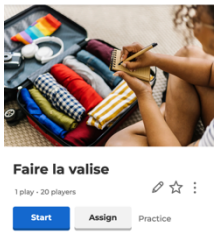
Main objectives	Understanding what items, one should pack on his/her suitcase in general.
Content	Selected tutorial found YouTube channel "*Disney channel exclusif*" with a dialogue with mother tongue actors.
Digitalization of content	Video is posted to EdPuzzle with online questions. Students have to watch it and answer the questions at home.
Monitoring learning	Through EdPuzzle we are able to know which students did watch the video and to assess their understanding of the concepts.
Activity links	**How to pack your suitcase** https://edpuzzle.com/join/koffuzo

Phase 2 (while)

Engaging activity	Students work in group and think about which items are necessary for a one-week school trip to Paris and share their list on Excel in order to create a group list. They will copy and paste this group list on Quizlet in order to create a new set.
Coaching students	Scaffolding during the cooperative learning activity. The teacher will coach and assists the students, he/she will not be someone who stands back and evaluates them, so that students who work in teams will feel better about themselves and, of course, learning will become more fun.
Design assessment	The teacher will evaluate the Quizlet sets as following: - Lexical accuracy - Item/image coherence - Number of items on the set
Activity links	Students will share the links to their sets using the school platform (Microsoft Teams). https://quizlet.com/_d113kb?x=1jqt&i=3zjaip https://quizlet.com/_d113sz?x=1jqt&i=3kgukb https://quizlet.com/_d113r0?x=1jqt&i=3zjang https://quizlet.com/_d1134p?x=1jqt&i=3zjag8 https://quizlet.com/_d114kd?x=1jqt&i=4xosn1

Phase 3 (post)

Reflection	Each group is given feedback on their word via the chat of our school's platform. Following this step, there will be a class discussion on how the activity went to share good practice.
Further learning	The teacher will prepare a Kahoot based on all the items in the sets and will also ask some questions about how to pack one's suitcase in general, in order to enhance critical thinking.

	The class will be given a week's time to study on Quizlet and after the game on Kahoot, each student's personal performance will be assessed using the final report Kahoot provides at the end of each game. https://create.kahoot.it/share/faire-la-valise/ec3cc90e-6cd4-4497-8cff-c5c75214e959
Monitor learning	To review their answers and think about their mistakes, the Kahoot will be assigned and the students will be able to redo it and the teacher can monitor this activity. 

Inclusion

In this class we have three students with specific learning disorders (dyslexia) and two with special needs. According to the cooperative learning principles, the teacher's choice of the groups will guarantee heterogeny. Assigning roles to each student, taking into consideration their abilities and structuring group work should avoid a situation where some students may do most or all the work and others do little or none. Effective cooperative learning carefully structures the interaction to ensure students work together well. And as research has shown, the success of the team approach depends on mixed ability-level teams.

As for home assignments in phase one, students with severe handicap lack the ability to work on their own, so the support teacher will help them doing these assignments at school. During phase two and three, he/she will be in class to scaffold them, praise them to ensure their success so that they can get a boost in self-esteem by using their strengths.

Facilitating e-Learning for an Inclusive Pedagogy
2021-1-SK01-KA220-VET-000034712

e-FLIP TEACHING ACTIVITY

Activity overview

This activity (implementing the model shared by our Turkish partners) is targeted at students of the 4rd year of the social-sanitary course (17-18 years old pupils). The main subject involved is health science, with help from the class support teacher who assists students with special needs.

Students are being asked to watch at home some short videos. Those clips are made interactive by adding questions that pop up during the reproduction (open-ended, multiple-choice questions so well as some notes meant to be read to ensure comprehension).

In class, students are required to work in small groups to organise their acquired knowledge on health and diseases and to develop different educational products to share with the classmates: a map (using Popplet), quizzes (using Kahoot) and an animated text (using Flipsnack).

Students in activities such as this, as well as improving learning opportunities, can develop professional skills related to educational and health aspects.

Several skills are being measured and assessed to give them feedback. The activity ends with student reflection and self-evaluation and with another activity which introduces the next topic.

All the groups are set up to involve students with specific learning disorders and students with special needs.

Phase 1 (pre)

Main objectives	Learning and understanding elements of hygiene and pathology. Knowing the basic concepts relating to one's own health and being able to make decisions. In the context of different pathological situations, being able to identify problems, needs and objectives in order to prepare specific actions.
Content	Health and Disease Infectious diseases: features and prevention

Digitalization of content	Selected videos on YouTube are posted to EdPuzzle with online questions. Students have to watch them and answer the questions at home.
Monitoring learning	Through EdPuzzle the teacher is able to know which students did watch the video and to assess their understanding of the concepts.
Activity links	**Educational videos on viruses and bacteria** https://edpuzzle.com/media/64463688fba30b42b51eb45b **Get to know the infectious diseases unit** **https://edpuzzle.com/media/64429fb5d9b2b7430bb6e7fd**

Phase 2 (while)

Engaging activity	Students work in small groups (four/five pupils). They gather information and organise their acquired knowledge. Each group using the same material has a different final assignment: • draw the acquired knowledge on a map with Popplet • produce a Kahoot that will be used as an exercise by the whole class • process an animated text using Flipsnack and involving the classmate with special needs Presentation of group works to the class
Coaching students	The subject and support teachers will coach and assists the students giving timely feedback on understanding of the content, linguistic register and body language
Design assessment	During the group activities, the following skills are being assessed: - understanding of the content - ability to explain them - use of the specific language An observation rubric allows the teacher to assess the work of groups step by step and the students to understand the objectives to be achieved.
Activity links	https://padlet.com/adrianabeltramone65/salute-e-malattie-rketlotju47jip1w

Phase 3 (post)

Reflection	Each student is given a self-evaluation survey about how he rates his performance and what he thinks can be furtherly improved.
Further learning	A role-playing activity is proposed by the teacher: the students, on the basis of their acquired knowledge and skills, plan a scientific seminar and report as experts on a disease of their choice

Monitor learning	Activities related to the scientific seminar are carried out in groups, in the classroom, and individually, at home. The products are published on the Teams platform in the classroom space. The teacher uses a rubric with indicators and descriptors to assess the role playing activity. The same rubric can be used by the students thus allowing them to provide a self-assessment and indicate any difficulties they encountered during the performance. They are asked to identify strengths, such as the effectiveness of certain stage actions and the overcoming of previously identified obstacles, and also to point out the main weaknesses. https://padlet.com/adrianabeltramone/informiamoci-non-infettiamoci-k9vi5f1uyy5fr3eo

Inclusion

In the class there are students with specific learning disorders and one student with special needs.

The teacher set up the groups so that they appear homogeneous externally despite being internally heterogeneous by assigning a role to each student according to his or her abilities so that there is the possibility of SEN students working with advanced students.

To enhance the inclusion of the student with special needs, classmates mediated the cultural content taking into account the pupil's cognitive abilities and interpersonal skills and decided to use an engaging and accessible tool (Flipsnack) in relation to the cognitive level.

The support teacher plays a significant role in adapting the contents and the learning strategies to the needs and attitudes of the pupil, ensuring she can also work well with her classmates.

Facilitating e-Learning for an Inclusive Pedagogy
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e-FLIP TEACHING ACTIVITY

Activity overview

This activity is targeted at 1st year Beauty and Aesthetics Vocational training students (16-17 years old). The main subject involved is **MP9- Basic Cosmetology for Aesthetics** (CLIL).

In this activity, students will learn what the pH is. They will also be asked to create a 'homemade' pH tester and to test different cosmetics.

Phase 1 (pre)

Main objectives	• To set up and show how to use a pH indicator • To determine the pH of common solutions • To understand pH differences of acids and bases
Content	What is pH and how it is measured
Digitalization of content	All the digitalization content will be gathered on a digital presentation on the Moodle Platform. The students are going to use the following web2 tools: • **Genially** presentation: https://view.genial.ly/6447ae160cd48f001371cbc0/presentation-presentacion-ciencia-vibrant • Ed-puzzle video with questions about the topic. https://edpuzzle.com/media/6447b42d5268a8430bd03deb
Monitoring learning	The following aspects of the students' work will be monitored: • Number of times the presentation is watched by each student (source Moodle) • The students comments/feedback/questions (source **Moodle** Forum)

	• The answer to the questions in the **ed-Puzzle**. • Comprehension questions on **Padlet**: **https://padlet.com/martacodinacastell/define-the-following-concepts-krsefgobs0zwvm7q**

Phase 2 (while)

Engaging activity	**LAB PRACTICE**: In pairs, students follow the presentation and learn how to create a pH tester. https://view.genial.ly/644909fb9f12a700128a3142/presentation-presentacion-ciencia-y-salud The presentation starts with a step-by-step video on how to create a pH tester. Then, they are asked to answer some guided questions on **Mentimeter** on the use of thee tester. https://www.mentimeter.com/app/presentation/alkftmxin1z4h6q58znbmoi7fho28pha Finally, students test some cosmetic and complete the results in this **survey**: https://forms.gle/yy3fGmBoZquHCQTp8
Coaching students	As the students are working in pairs, we allow peer-to-peer learning. While the students get down to work, the teacher will be free to move from group to group to guide the students, clarify concepts and suggest strategies, especially to those with learning needs.
Design assessment	We are going to assess the following aspects of the tales: - the students' answers in **Mentimeter** - the students' answer to the survey -

Phase 3 (post)

Reflection	After gathering all results, students will answer the following reflections questions on **Padlet**: • Do all the soaps have the same pH? Does it make sense? • Can you explain the pH of the shampoo for permed or dyed hair? • Why do you think baby shampoo pH is different from adult shampoo pH?

	• Why is depilatory cream alkaline? https://padlet.com/martacodinacastell/ph-test-results-jcxlqlyskpeexe2m
Further learning	.Students' will be asked to test their saliva.
Assessment	Open discussion in class: ***What is the pH of your saliva? Do all your classmates have the same pH? Why?***

Inclusion

Students with special needs will benefit from the activity in different ways.

On the one hand, being able to access the theoretical contents of the task at home, helps them come better prepared for the class activity. They can set their own learning pace, watching the video as many times as they need and with the help of audiovisual content that gives an answer to different learning abilities. Moreover, preparing the contents before the class, on their own, will help them to feel more confident in front of their peers.

On the other hand, watching their colleagues perform the activity will allow them to observe how the process is done, thus allowing peer tuition.

Finally, the open discussion in class will help them gather different opinions and approaches to the content, thus consolidating their learning.

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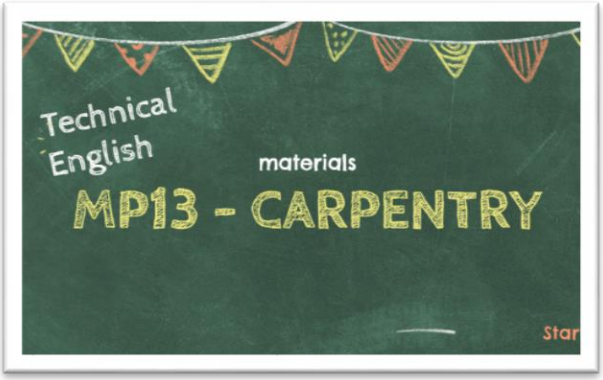
Facilitating e-Learning for an Inclusive Pedagogy
2021-1-SK01-KA220-VET-000034712

e-FLIP TEACHING ACTIVITY

Activity overview

This activity is targeted at 1st year Carpentry Vocational training students (16-17 years old). The main subject involved is Technical English language.

Students are being asked to write formal professional emails in a role play activity. This activity will involve, not only their communication and digital skills, but also their problem solving and interpersonal skills.



Phase 1 (pre)

Main objectives	- Writing an efficient, professional email. - Learning the most important conventions in formal emails. - Getting to know the structure of an email. - Getting to know useful language structures in formal texts.
Content	-Communicative purpose of the textual elements and the way of organizing the information by distinguishing the parts of the text. -Coherence and cohesion in text development: text type and format. Language variety. registration Lexical selection, syntactic structures and relevant content.
Digitalization of content	The students are going to use an interactive presentation on how to write a formal mail. The will go through the presentation at home and, in class, they will do 2 engagement activities to put what they have learnt into practice. Link to finished content: https://view.genial.ly/632341f4e49d13001815f6ae/presentation-writing-an-email
Monitoring learning	The following aspects about students' work will be monitored: • Number of times the presentation is watched (source Moodle Classroom) • The students comments/feedback/questions (source Moodle Classroom)

Phase 2 (while)

Engaging activity	At home	Sts watch the presentation. They can watch it as many times as they need according to their learning needs.
	in class / individual	Role Play: Students have to write a formal email to an online Carpentry hardware and crafts shop complaining about the bad delivery of some goods they had previously purchased. They will have to follow the language conventions described in the presentation.
Coaching students	Task 1: https://view.genial.ly/62862457fd4e0d00186023ac/presentation-presentacion-viaje-en-avion While the students get down to work, the teacher will be free to move from group to group to guide the students in the project, especially those with learning needs.	
Design assessment	**Students' self-assessment:** Before submitting their task**, t**he students will assess their work with the help of a checklist. https://forms.gle/W2K7AvvtQNmEvGAJ8 **Teacher's assessment:** Two different rubrics to assess the students' performance have been created with the CoRubrics App - CONTENT AND ORGANIZATION OF AN EMAIL RUBRIC: https://forms.gle/QMdW3czLFiK3nvU1A - USE OF LANGUAGE RUBRIC https://forms.gle/c2mRufNCGfgwJaDM6	
Feedback	The assessment rubrics allow the students to see timely feedback of their work once it has been corrected.	

Phase 3 (post)

Reflection	Padlet will be used to ask the students to rate the following aspects: • What have you learnt? • Why is it useful for your professional development? https://padlet.com/mcodin111/iywg6b0bfb3f9ue5

	The Padlet will be answered in class and all the answers will be read so it will give them the chance to share and discuss their point of view with their peers.
Further learning	Task 2 ROLE PLAY: Students role play the part of the Head of Sales at The Carpentry Store and reply apologizing for the inconvenience and offering to fix the problem. https://view.genial.ly/62862457fd4e0d00186023ac/presentation-presentacion-viaje-en-avion
Assessment	The teacher uses the same assessment tools as in Task 1.

Inclusion

Students with special need will be able to access the contents of the task at home and come better prepared for the class activity. The presentation is quite clear and offers guidelines of what should be done in every step of the task. Furthermore, there are a lot of language examples that they can easily adapt in their mail. Moreover, preparing the contents before the class, on their own, will help them to feel more confident in front of their peers.

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Facilitating e-Learning for an Inclusive Pedagogy
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e-FLIP TEACHING ACTIVITY

Activity overview

This activity is targeted at the 1st year of Early Childhood Education vocational training. Students are 17-18 years old. The main subject involved is "Child's autonomy and health" and, more precisely, teaching children good hygiene habits .

Students are asked to create a tale that will help parents and teachers teach children good hygiene habits, and then explain it to the rest of their classmates. They will work in small groups.

Phase 1 (pre)

Main objectives	• Develop their creative skills. • Practice their cooperation skills and team working. • Practice their communication skills. • Practice their IT skills. • Learn how to encourage healthy hygienic habits to children
Content	How to teach hygiene habits at early years school.
Digitalization of content	All the digitalization content will be gathered on a Moodle platform and the students are going to use the following web2 tools: • Canva infographic with the main contents Com treballem al centre educatiu.pdf • Ed-puzzle video with questions about the topic. https://edpuzzle.com/media/642e8d5fea51bd42c5a19ac6
Monitoring learning	The following aspects of the students' work will be monitored: • Number of times the presentation is watched by each student (source Moodle) • The students comments/feedback/questions (source Moodle Forum) • The answer to the questions in the ed-puzzle.

Phase 2 (while)

Engaging activity	In small groups, create a story tale to help educators teach children good hygiene habits using digital tools, such as **Canva**, **Storyboard That** and **Anyflip**. Upload the presentation to a padlet https://padlet.com/aginest6/els-contes-de-la-classe-d-educaci-infantil-dulez4d7p6t39njo
Coaching students	As the students are working in groups, we will mix them in multi-level groups that allow peer-to-peer learning. While the students get down to work, the teacher will be free to move from group to group to guide the students, clarify concepts and suggest strategies, especially to those with learning needs.
Design assessment	We are going to assess the following aspects of the tales: - Creativity - Quality - Content - Suitability Types of the evaluation: ● Student's self- assessment, peer assessment and teacher assessment. (CoRubrics)https://docs.google.com/forms/d/e/1FAIpQLSdtq0A3lZpLQ5VCwXvYLQ9Wpmq9LTpfx6Nv9y1MNibAwYtGaA/viewform ● Peer assessment (Padlet)

Phase 3 (post)

Reflection	After watching the tales of the colleagues they will answer self-reflections questions with **Mentimeter** such as: ● What have you learnt? https://www.mentimeter.com/app/presentation/ala4mddz3anzmq3qvq28drph5o5pdhv8/6351xmchtpz4/edit
Further learning	The students will go to the kindergarten to explain their tales to the children .
Assessment	The students will get feedback from the kindergarten educators and an observation check-list of the children's reaction.

Inclusion

Students with special needs will benefit from the activity in different ways.

On the one hand, being able to access the contents of the task at home, helps them come better prepared for the class activity. They can set their own learning pace, watching the video as many times as they need and with the help of audiovisual content that gives an answer to different learning abilities. Moreover, preparing the contents before the class, on their own, will help them to feel more confident in front of their peers.

On the other hand, watching their colleagues perform the activity will allow them to observe how the process is done, thus allowing peer tuition.

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e-FLIP TEACHING ACTIVITY

Activity overview

This activity is targeted at students of the 3rd year of Compulsory Education (14-15 years old pupils). The main subject involved is English language with help from the class support teacher who assists students with special needs.

Students are being asked to watch at home some short videos about the content of the unit, the future tense, and then to do a group activity where they will have to become a travel agency and organize a 5-day trip to any destination they choose.

Finally, they will have to pitch the product they have created in front of the rest of the class.

Phase 1 (pre)

Main objectives	Practice their English Language skills (Future Tense) Practice their IT skills Enhance their creativity
Content	Making plans about the future (Future Tense) https://classroom.google.com/u/2/w/NTMzMzkyNjE1NzIx/t/all https://classroom.google.com/u/2/w/NTMzMzkyNjE1NzIx/t/all
Digitalization of content	The students are going to use the and web2 tools gathered in the following tool box: https://www.symbaloo.com/shared/AAAABvGlfUgAA42ADSdJAQ== Link to finished content: https://ca.padlet.com/mcodin111/oqxa17szjf2i9jtu
Monitoring learning	The following aspects about students' work will be monitored: • Number of times the video was watched by each student (source Google Classroom) • The students comments/feedback/questions (source Google Classroom) • Quality and creativity of the brochures (CoRubrics) • The students' communication skills (CoRubrics) • The students' collaborative work (CoRubrics) • Student's self- Assessment (CoRubrics)

	• Peer assessment (Padlet) The following aspects about students' work will be monitored: • Difficulty of the Task (Mentimeter) • Effectiveness/clarity of the instructions (Mentimeter) • Students' engagement (Mentimeter)

Phase 2 (while)

Engaging activity	At home	Sts watch a video about Future Tense. They can watch it as many times as they need according to their learning needs.
	in class / group activity	Students have to create a travel agency and create a vacation brochure for a 5-day trip to any destination they choose on a 600€ budget. They have to create a presentation with all the information with the help of the web2 apps in the tool box provided. They have to search for transportation means (flights/trains/car rental), for convenient accommodation, create a schedule with the activities and a summary of the final budget. They also have to name their company and create a logo.
Coaching students	The students will work in groups of 3 and they will be able to use their laptops for the whole project. All the necessary information will be gathered in this presentation that will be published in their Google Classroom: https://classroom.google.com/c/NTMzMzkyNjE1NzIx?cjc=wb4cy2l Task: https://view.genial.ly/62862457fd4e0d00186023ac/presentation-presentacion-viaje-en-avion While the students get down to work, the teacher will be free to move from group to group to guide the students in the project, especially those with learning needs.	
Design assessment	The assessment will be done both by the teacher and the students in the group (self-assessment) through an online rubric (created with CoRubrics) that allows instant feedback between teacher and students. https://forms.gle/qh25gDQa96ZHMA2d8	
Feedback	During the project, the students are able to communicate with the teacher through the Google Classroom forum. The questions and answers are visible to all the group , so all the students can profit from them.	

	During the assessment, the open question at the end of the CoRubrics self-assessment survey allows feedback: the student receives the teacher's assessment and comments and the teacher receives the students' self-assessment and comments. This way, the communication is bidirectional and fluent.

Phase 3 (post)

Reflection	Mentimeter will be used to ask the students to rate the following aspects: • Was the project difficult? • Were the instructions clear? • Did you enjoy the task? We also will ask them to create a word cloud with the things they have learned in order to assess their engagement. https://www.mentimeter.com/app/presentation/33d6eeedb24637efe4fd1b612a928b5d/26141fbafd2e
Further learning	After preparing their vocational brochure, the students will engage in a role play where they will pitch their product and the rest of the class will act as potential customers. After pitching, the students/customers will be able to ask questions about the product and, finally, the whole class will decide which offer is the best.
Assessment	In groups, the students will give their opinion about the other presentations on a Padlet. They can express what they liked, what they didn't like, the speaker's attitude, etc. With this activity, we will gather peer to peer assessment https://padlet.com/mcodin111/oqxa17szjf2i9jtu
Monitor	The pitch is going to be assessed through an oral communication rubric. The rubric is individual and is also created with Corubrics, which allows feedback and interaction with students. https://docs.google.com/forms/d/e/1FAIpQLSe2Yi2KEH6VqXBDuI6gHjFb0hfW0KrpNlnsyWmA8Jk9Qo4_Hw/viewform

Inclusion

Students with special needs will benefit from the activity in different ways.

On the one hand, being able to access the contents of the task at home, helps them come better prepared for the class activity. They can set their own learning pace, watching the video as many times as they need and with the help of audiovisual content that gives an answer to different learning abilities. Moreover, preparing the contents before the class, on their own, will help them to feel more confident in front of their peers.

On the other hand, they will benefit from the tuition of the support teacher who will be monitoring their progress along the activity, helping him/her in any difficulty they might encounter.

Finally, group activities have been known to be really helpful with students with special needs. It allows peer tutoring and small learning groups where they can perform more effectively.

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e-FLIP TEACHING ACTIVITY

Activity overview

This activity is targeted at students of the 2nd year of Hairdressing and Styling (17-18 years old pupils). The main subject involved is Procedures and Techniques.

Students are being asked to watch at home some videos about how the techniques are performed and they will have to create their own procedure protocols.

Phase 1 (pre)

Main objectives	• Practice their organisational and leadership skills • Practice their IT skills • Search for relevant information on the internet
Content	Getting to know the most important techniques and procedures.
Digitalization of content	The students are going to use the following web2 tools: • Google Classroom • Padlet • Web design Apps • Google Forms • Canva
Monitoring learning	The following aspects about students' work will be monitored: • Number of times the video is watched by each student • The students comments/feedback/questions (source Moodle) • Quality and creativity of the Digital Protocols (Padlet) • Student's self- assessment (CoRubrics) • Peer assessment (Padlet)

Phase 2 (while)

This is a recurrent activity to be done along the school year. In fact, it is more a methodological approach. The students are training to be technical heads of staff in a Hairdressing saloon and will be responsible for the establishment of the procedures and the quality standards of all their team. We are going to focus on one particular protocol in this lesson plan.

Engaging activity	At home	Students watch the video tutorial and the Power Point presentation about creation of protocols on their Gloogle Classroom. They can watch them as many times as they need. Google Classroom : https://classroom.google.com/c/NTM0NzEzNzU2MjIz?cjc=yco7wd3 Videotutorial : https://www.loom.com/share/0c810dc9a1404626a5d4b69ce24a702c
	in class / individual activity	Students create a protocol for the techniques to be followed by their staff. They can use Canva or any other image edition tool of their choice. Once each of the protocol is finished, it has to be uploaded on the following Padlet: https://padlet.com/mgarci761/ajzbdd7fgs2g54tk They also have a podcast on how to use Padlet available on their Google Classroom: https://www.ivoox.com/instruccions-padlet-audios-mp3_rf_88710041_1.html
Coaching students	The teacher will post all the necessary information on the Google Classroom and will explain the activity to the whole class. As the techniques explained by the teacher are also recorded and accessible on Google Classroom, the students can go back to them anytime to refresh the instructions. Besides, during the working sessions in class, the teacher will be free to move from group to group to guide the students in the project, especially those with learning needs.	
Design assessment	The assessment will be done both by the teacher and the rest of students in the group (self-assessment) through the Padlet qualifying tool (stars rating scale). https://ca.padlet.com/mgarci761/ajzbdd7fgs2g54tk	
Feedback	During the project, the students are able to communicate with the teacher both in class and through the Google Classroom forum when they are working at home. The questions and answers are visible to all the group , so all the students can profit from them.	

Phase 3 (post)

Reflection	As this is an activity that will be done throughout the school year, the students are asked to create a learning diary/portfolio of their process. This tool promotes reflection on how and what you have learned. It also provides information on the progress of studies and thereby encourages and motivates. To do the portfolio, students are free to use any web2 tool of their choice (Canva, Wix, Google Drive). I must contain a short reflection on the following items: • What have you learned? • What things can/must be improved? • What materials and web2 tools have been useful? • Are you getting better? How?
Further learning	Students will be asked to put the protocols into practice with the help of their classmates in a roleplay activity: Student A (acting as staff member) will have to follow the protocol created by student B (acting as technical manager) during the practical sessions with real customers. Student B will be acting as a supervisor so she/he will be aware of the shortcomings in his/her protocol. He/she will also have to complete an observation grid that will guide him/her in the process.
Assessment	The assessment will be done with the help of an observation grid that will be answered by the teacher and both the students performing the role-play: https://forms.gle/qVmSRgHApCQiGiTU8

Inclusion

Students with special needs will benefit from the activity in different ways.

On the one hand, being able to access the contents of the task at home, helps them come better prepared for the class activity. They can set their own learning pace, watching the video as many times as they need and with the help of audiovisual content that gives an answer to different learning abilities. Moreover, preparing the contents before the class, on their own, will help them to feel more confident in front of their peers.

On the other hand, watching their colleagues perform the techniques will allow them to observe how the process is done, thus allowing peer tuition.

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e-FLIP TEACHING ACTIVITY

Activity overview

This activity is targeted at 1st year Carpentry Vocational training students (16-17 years old). The main subject involved is MP2- Materials (CLIL).

Students are being asked to create an online catalogue with the different groups and types of tools and to present it to the rest of the class. This activity will involve, not only their communication and digital skills, but also their interpersonal skills.

Phase 1 (pre)

Main objectives	- Getting to know the main groups of wood, the most comon materials used in capentry, their main characteristics and uses. - Recognition of professional terminology from the professional sector. - Participating as an active agent in professional conversations.
Content	- Wood groups and characteristics: softwood, hardwood and engineered wood - Types of wood: characteristics and main uses
Digitalization of content	The students will go through different professional websites to get to know the most common types of wood for woodworking and they will be asked to extract information about their characteristics and use. Link to finished content: https://view.genial.ly/640b64529d73190011581e04/presentation-copia-presentacion-recuerdos
Monitoring learning	The following aspects about students' work will be monitored: ● Number of times the presentation is watched (source Moodle Classroom) ● The students comments/feedback/questions (source Moodle Classroom)

Phase 2 (while)

Engaging activity	At home	Previously, Sts have watched the presentation at home and done Tasks 1 and 2. They can take as long as they need according to their learning needs. They have checked the websites and added the specific vocabulary to their vocabulary list. They have also watched the EdPuzzle video and answered the comprehension questions Link: https://view.genial.ly/640b64529d73190011581e04/presentation-copia-presentacion-recuerdos
	in class / in pairs	Task 3: Students create a professional online catalogue of types of wood for woodworking with the help of the Sway web2 tool. They have to use the key information (group/characteristics/main uses) they extracted from the websites.
Coaching students	While the students get down to work, the teacher will be free to move from group to group to guide the students, clarify concepts and suggest strategies, especially to those with learning needs.	
Design assessment	**Teacher's assessment:** Ts are using a rubric to assess the students' performance https://docs.google.com/forms/d/e/1FAIpQLSfSNCCuiR9Oa3_3XKuYNO3qbrUPAtLV6pi-C1fxHLFzRYsPdw/viewform	
Feedback	The assessment rubrics allow the students to see timely feedback of their work once it has been corrected.	

Phase 3 (post)

Reflection	Padlet will be used to ask the students to rate the following aspects: • What technical content have you learnt? • What other soft skills have you practiced? • Why is it useful for your professional development? • What was the most difficult part of the activity? • Comments/suggestions https://padlet.com/martacodinacastell/types-of-wook-for-woodworking-3hmleo3ah7o8c7el The Padlet will be answered in class and all the answers will be read so it will give them the chance to share and discuss their point of view with their peers.

Further learning	Task 4 ROLE PLAY: Students have to role play a conversation between some potential clients and a professional carpenter. With the help of the online catalogue they have created, they have to give advice on the most suitable materials to use and offer them possible choices of wood. https://view.genial.ly/640b64529d73190011581e04/presentation-copia-presentacion-recuerdos
Assessment	The teacher uses a Corubrics checklist to evaluate the role play. https://docs.google.com/forms/d/e/1FAIpQLSfBskjJ5yBmUpzU5yLnBt_EPtCZknO1D1ChMAe2AZAwajC3GA/viewform The rubric also includes comments of each of the evaluation criteria that serves as a feedback to the students. Optional peer evaluation: this same rubric can be answered by the rest of the classmates, thus allowing them to reflect on how things should be done and promoting peer-to-peer learning.

Inclusion

Students with special need will be able to access the contents of the task at home and come better prepared for the class activity. Moreover, preparing the contents before the class, on their own, will help them feel more confident in front of their peers.

Task 3 should be done in pairs, which gives the teacher the chance to pair up students with special needs with other advanced students that can act as mentors during the task and facilitate peer-to-peer learning.

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e-FLIP TEACHING ACTIVITY

Activity overview

This activity is a part of professional development. The activity is targeted at teachers, school leaders and other school professionals who aim to improve their knowledge in Evidenced Based Practices and methods in reading for todlers and preschool aged children (1 -6 years old).

Participants are asked to follow the online course through videos and partake in interactive training activities. After the activity participants try the materials, report on their experience and receive feedback. Up on conclusion paricipants and receive certification on completion of their assignment.

The aim of this course is to familiarize participants with two Evidence Based Practice Reading methods called, Dialogic Reading (Samræðuestur) and Text Talk (Orðaspjall) adjusted for preschool aged children. Reading to children and discussing the material is one of the most effective way of teaching language and improving language development. It is important that preschool staff has thorough knowledge about the methods to be able to provide children organized and effective language intervention.

Phase 1 (pre)

Main objectives	That preschool personnel have knowledge about Evidence Based Methods about reading to children. The aim is that the staff will know and understand both goals and steps of the methods so they can compare when and where to use each method. The goal is for participants to design and conduct a session with one or both methods.
Content	Students will be asked to get acquainted to the following materials. The methods are called **Text Talk** and **Dialogic Reading**. **Text Talk**: Video: https://www.youtube.com/watch?v=FIn45Xn500o A Literacy How Mentor guides kindergarten students through a Text Talk lesson, "If You Could Go to Antarctica." **Reading material**: Text Talk is an approach to read alouds that is designed to construct meaning from decontextualized language (Beck & McKeown, 2001; Beck, McKeown & Kucan, 2002). https://www.readingrockets.org/article/vocabulary-development-during-read-alouds-primary-practices **Dialogic Reading:** **Video:** https://www.youtube.com/watch?v=pJi2mwEIv68Links to an external site. Dialogic Reading Information, by Kara Rasmunsson, Iowa State University **Reading material**: Article on the Reading Rocets web page on Dialogic Reading: https://www.readingrockets.org/article/dialogic-reading-effective-way-read-aloud-young-children

Digitalization of content	The participants will register and receive a link through e-mail with additional information on the meeting point.
Monitoring learning	The following aspects of participants work will be monitored. **Padlet** will be used for gathering information regarding the preparation and the previous knowledge of participants (a cold assessment). After watching the videos and reading up on the methods, participants are asked to report on their knowledge of the methods. Each participant opens up a Padelt and answers the questions under their name. https://padlet.com/mml15/reading-for-preschool-aged-children-dialogig-reading-and-tex-atyy2431e3psnds2 Participants will be asked to answer questions regarding: ● New knowledge ● Prior knowledge ● Comparison of reading methods ● Prior experience ● Self reflection – Self Assessment on Mentimeter https://www.mentimeter.com/app/presentation/356122406c1cccec6744516eba4e8c45

Phase 2 (while)

Engaging activity	in class / group activity	This session is online and participants will be giving a link to attend the session. During the session the teachers go into different rooms and give clarifications on questions if needed. First part: Participants will be divided into groups of 3-4 and asked to watch the video on Dialogic Reding. https://youtu.be/wH3AWoenTBg Their goal is to discuss and write about 1. Introduction of the book, 2. Teaching new words, 3. Using open ended questions, 4. Methods to engage chilren in narration. This session takes about 30 minutes Second part: Participants will be divided into groups of 3-4 and asked to discuss p 6-14 about teaching vocabulary by using Text Talk. http://teacher.scholastic.com/products/research/pdfs/ER_TextTalk_Summary.pdf Their goal is to discuss methods of teaching Tier 2 words to todlers and preschool children. Thiss session takes about 20 minutes. After group discussion the participants come togeter and report on their dicussion with the empahsis on the following topics: ● Similarities and differences of the 2 Evidence Based Reading

		Methods ● Pros and cons of each method The aim of this activity is to ensure knowledge and understanding of the two methods and give participants opportunity to discuss their oppininon about the methods and their willingness to try either one or both the methods.
Coaching students	During the lesson through group discussions and conversations. Individual feedback will be given if needed.	
Assessment	Survey for participants in **Mentimeter.** ● Am I ready to use the reading method *Dialogic reading in* my work as a school professional? ● Am I ready to use the reading method *Text Talk in* my work as a school professional? ● How useful is the Dialogic Reading method in my opinion? How useful is the Text Talk method in my opinion?	
Feedback	During discussions teachers will give feedback to participants.	

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Phase 3 (post)

Reflection	**Crowdsignal** will be used for gathering information on a nameless basis through a survey question to gain information regarding the preparation and the previous knowledge of participants (a warm assessment). Self-reflection/self-assessment rubric on the use of the two reading methods will be sent to participants.
Further learning	Participants are encouraged to design two session periods using both Text Talk and Dialogic Reading method with the aim to have deep understanding and personal experience of the methods. First, they will prepare each session by creating a lesson plan to follow with emphasis on the characteristics of each reading method. Second, they will execute two sessions of two different reading methods. Third, they will write a short summary on the methods preparation, how the positive and negative experiences of each session and what was the main learning they received from the practice.
Assessment	Participants write a short summary of their experience and report on it in the final session of the course. The summary should also be sent to the teachers prior to the final meeting. Certification will be issued for all participants who completed both reading sessions and wrote a summary and sent to the teachers.

Monitor	MML provides individual help and counselling during the process if needed.

Inclusion

The subject of this teaching activity is to give preschool staff opportunity to learn methods to teach vocabulary and encourage discussion about the books that are read for children. By becoming skilled reader staff members are creating opportunities for equal education and participation in society.

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e-FLIP TEACHING ACTIVITY

Activity overview

This activity is a part of professional development. The activity is targeted at teachers, school leaders and other school professionals who aim to improve their knowledge in receiving new students from abroad and helping them adapt to a new school environment.

Participants are asked to follow the online course through videos and partake in interactive training activities. After the activity participants try the materials and receive certification on completion of their assignment.

The aim of this course is to familiarize participants with assessment materials, *Stöðumat nýrra nemenda af erlendum uppruna,* for newly arrived students and practical strategies for the use of the assessment materials to quickly gain an understanding of the newly arrived student's former knowledge, experience and expectations. The results of *Stöðumat nýrra nemenda af erlendum uppruna* will form the basis of the study plan for the student for their school start in Iceland.

Phase 1 (pre)

Main objectives	To gain an understanding of the importance of using the *Stöðumat nýrra nemenda af erlendum uppruna* for newly arrived students according to the legal framework and policies. Best practices in using translators in schools.
Content	Short video made in **Canva** *Why we should use the Stöðumat nýrra nemenda af erlendum uppruna when receiving new students from abroad.* Reading material: Icelandic Primary School's curriculum - Adalnamskra.is Velkomin í hverfið: skýrsla um móttöku og aðlögun ….. Short video made in **Canva** *Best practices for successful use of translators in schools* Further reading: Aðstoð túlka - Short video made in **Canva** *How school professionals need to talk about the diverse language environment of children.* Short video made in **Canva** *Introduction of Stöðumat nýrra nemenda af erlendum uppruna.* Further reading: **Padlet**

Digitalization of content	The participants will register and access the material through Reykjavik's digital learning platform for professional development, Torgið.
Monitoring learning	Through the learning platform Torgið, students' progress and participation can be monitored on an individual level. **Crowdsignal** will be used for gathering information on a nameless basis through a survey question to gain information regarding the preparation and the previous knowledge of participants (a cold assessment). Self-reflection/self-assessment rubric on the use of translators in Torgið learning platform.

Phase 2 (while)

Engaging activity	At home	Access the online classroom. Look at the material provided: -Practical examples of student backgrounds arriving from abroad (manuscript). -Read teaching instructions and familiarize yourself with *Stöðumat nýrra nemenda af erlendum uppruna*.
	in class / group activity	Practical use of assessment materials through imitating real-life scenarios. Step 1 in *Stöðumat nýrra nemenda af erlendum uppruna* Role-playing One participant plays the role of the child. Manuscript provided. One participant plays the role of the school professional. Participants enact the first part of *Stöðumat nýrra nemenda af erlendum uppruna* when the student attends with parent/guardian and school staff. Topics of the interview are: ● language knowledge of students ● previous schooling ● other experiences and interests ● expectations ● and further information the family might need. The aim of this activity is to help participants gain experience in using the provided frame in *Stöðumat nýrra nemenda af erlendum uppruna* and to practice and gain confidence.

Coaching students	While the participants work together in pairs, the teacher monitors the chat. Teachers can also go between chat rooms and provide assistance if needed. After the role-playing activity we have a group activity where each pair is asked to tell the other participants, what they have learned about the child using the professional vocabulary of diverse language environments of children (connecting the the pre-activity). Time for questions and discussions after the activity.
Assessment	Survey for participants in **Mentimeter.** ● Am I ready to use *Stöðumat nýrra nemenda af erlendum uppruna* through my work as a school professional? ● How useful is the *Stöðumat nýrra nemenda af erlendum uppruna* in my opinion?
Feedback	During the lesson through group discussions and conversations. Individual feedback if needed.

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Phase 3 (post)

Reflection	**Crowdsignal** will be used for gathering information on a nameless basis through a survey question to gain information regarding the preparation and the previous knowledge of participants (a warm assessment). Self-reflection/self-assessment rubric on the use of translators in Torgið learning platform.
Further learning	Participants are encouraged to try the first part of *Stöðumat nýrra nemenda af erlendum uppruna* in their school, working with a child, parents, translator and other school staff. Teaching plan for the student is then based on the information provided from *Stöðumat nýrra nemenda af erlendum uppruna.*
Assessment	Certification will be issued for all participants who complete an interview, write a report, and show an individual study plan for the student, based on the information gathered in *Stöðumat nýrra nemenda af erlendum uppruna.*

Monitor	MML provides individual help and counseling during the process if needed.

Inclusion

The subject of this teaching activity is to implement *Stöðumat nýrra nemenda af erlendum uppruna* for the inclusion of newly arrived students.

All school professionals are welcome to participate. Should participants have any disabilities, such as hearing or visual impairments - the study material will be adapted especially for individual needs. Participants need to inform teachers beforehand about the organization needed.

C1 level of Icelandic or Icelandic sign language is a prerequisite for participation as the course will be taught entirely in Icelandic.

Facilitating e-Learning for an Inclusive Pedagogy

2021-1-SK01-KA220-VET-000034712

e-FLIP LESSON PLAN

This activity (implementing the model shared by our Turkish partners) is targeted at the students of the 3rd year of the Agricultural academy course (15 -16 years students). The subject matter is about climate knowledge attended by 25 students.

Students are asked to study theoretical knowledge about the climate.

They will have 1 week to read all of the documents and to answer the Kahoot.

Phase 1 (pre) – Introduction (15min)

Main Objectives	- Increase understanding of climate change: One objective of the lesson plan could be to increase students' understanding of climate change, including the science behind it, its causes and impacts, and potential solutions. -Encourage action to address climate change: Another objective could be to encourage students to take action to address climate change, such as reducing their own carbon footprint, advocating for policy changes, and supporting sustainable practices in their communities. - Adapt to changing conditions: A third objective is to help communities and ecosystems adapt to the impacts of climate change, such as sea level rise, extreme weather events, and shifts in ecosystems.
Content	-Welcome the students to the class and introduce yourself -Explain the objective of the class and why it is important to learn about the climate -Provide an overview of the class and what students can expect to learn
Digitalization of the content	**Video on Youtube channel** • https://www.youtube.com/watch?v=Sv7OHfpIRfU • https://www.youtube.com/watch?v=O0vtLloiRdY • https://www.youtube.com/watch?v=RVcsV_-erys
Monitoring Learning	Each student will answer questions at Kahoot.

Phase 2 (while)

Engaging students	Discuss current events related to climate change, such as news articles or policy developments, and encourage students to research and share their own perspectives and ideas.

Coaching	The students will create groups (4-5 each group) and the teacher as the leader of the lesson plan will monitor the activities. He/she can also suggest websites for information.
Design assessment	To assess their understanding of the climate knowledge, students will participate in a Kahoot quiz/test, where they will answer questions related to the topics covered in the lesson. This will help the teacher gauge the level of understanding among the students and identify any areas that need further clarification.

Phase 3 (post)

Reflection	- Ask students to think about the actions they can take to reduce their carbon footprint and contribute to addressing climate change. - They will create a list of at least three actions they can take to reduce their carbon footprint and share it with the class. - Encourage students to choose one action from their list and commit to taking that action for a week or month. -At the end of the designated time, they will reflect on their experience and discuss the challenges and successes they experienced, as well as brainstorm additional actions they can take in the future. This activity aims to encourage students to take individual responsibility for addressing climate change and to promote a greater understanding of the impact of personal actions on the environment.
Further learning	The teacher may suggest further learning opportunities to their students to deepen their knowledge and understanding of the topic. Here are some suggestions: -Online resources: There are numerous websites, videos, and online courses available that can provide additional information on climate change. The teacher may suggest reputable resources that are appropriate for the students' age and learning level. - Field trips: The teacher may suggest visiting a local museum or science center that has exhibits related to climate change, or even organizing a field trip to a nearby renewable energy facility or natural area impacted by climate change. -Guest speakers: The teacher may invite guest speakers, such as scientists or environmentalists, to share their knowledge and expertise on climate change with the students.

Evaluation questions for Kahoot:

(The correct answer is with red color)

1. What is climate change?

a) An increase in the Earth's temperature

b) A decrease in the Earth's temperature

c) A change in the Earth's weather patterns over a long period of time

2. What are the main causes of climate change?

a) Natural factors such as volcanic eruptions and solar radiation

b) Human activities such as burning fossil fuels and deforestation

c) Both natural factors and human activities

3. What are some potential impacts of climate change?

a) Sea level rise, more frequent and intense heat waves, and more severe storms

b) Longer winters, fewer hurricanes, and less drought

c) No significant impacts on human or natural systems

4. What can individuals do to reduce their impact on the environment?

a) Use public transportation or carpool, reduce energy consumption, and eat a plant-based diet

b) Use plastic bags and bottles, leave lights on when not in use

c) None of the above

5. What can governments and communities do to address climate change?

a) Invest in renewable energy and green technologies, implement policies to reduce greenhouse gas emissions, and promote sustainable land use practices

b) Ignore the problem and hope it goes away

c) Encourage more fossil fuel use and increase industrial production

6. Is climate change caused by human activities? Yes/No

7. Is it possible to reduce the impact of climate change through individual actions? Yes/No

8. Does climate change only affect the animals in the Arctic? Yes/No

9. Can governments and communities take actions to address climate change? Yes/No

10. Are all scientists in agreement about the causes and impacts of climate change? Yes/No

11. Is climate change a problem that only affects future generations and not us today? Yes/No

12. Is it too late to take action to address climate change? Yes/No

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Facilitating e-Learning for an Inclusive Pedagogy

2021-1-SK01-KA220-VET-000034712

e-FLIP LESSON PLAN

Activity overview

This activity is targeted at students in the 3rd year of the Agricultural Academy course (15 -16 years students). The subject matter is environmental issues and sustainable practices attended by 25 students.

Students are asked to study theoretical knowledge about environmental issues and sustainable practices.

They will have 1 week to read all of the documents and to answer the Kahoot.

Phase 1 (pre) – Introduction (15min)

Main Objectives	-To raise awareness of environmental issues and sustainable practices -To learn how digital tools can be used to promote green awareness
Content	-Welcome the students to the class and introduce yourself -Explain the objective of the class and why it is important to learn about green awareness and sustainable practices -Discuss the role of digital tools in promoting green awareness -Provide an overview of the class and what students can expect to learn
Digitalization of the content	**Video on Youtube channel** • https://www.youtube.com/watch?v=qdA7jd5Erx0 • https://www.youtube.com/watch?v=X2YgM1Zw4_E • https://www.youtube.com/watch?v=kZIrIQDf1nQ • https://www.youtube.com/watch?v=zx04Kl8y4dE
Monitoring Learning	Each student will answer questions at Kahoot.

Phase 2 (while) – Green web browsing

Engaging students	-Ask students to browse through a list of green-themed websites or blogs -Encourage them to look for information on sustainable practices and green initiatives -Have students share what they found with the class
Coaching	The students will create groups (4-5 in each group) and the teacher as the leader of the lesson plan will monitor the activities. He/she can also suggest websites/blogs for information.

Design assessment	Through a quiz/test, the cover topics such as renewable energy, waste management and climate change will allow the teachers to gauge the students' knowledge and understanding of green concepts.

Phase 3 (post)

Reflection	-Divide students into small groups and ask them to discuss their favorite green practices or initiatives. -Encourage them to share their opinions and ideas on how to promote green awareness. -Have a group present their ideas to the class
Further learning	Students will participate in the municipality's actions and activities –every Sunday- regarding environmental protection (e.g. collecting rubbish, reforestation) within one month after the completion of the lesson plan.
Monitoring	The teacher, as the leader will monitor all the activities, including the ones for the municipality. In this case, she/he can be a great example for the students and motivate them.

Evaluation questions for Kahoot:

(The correct answer is with red color)

1. Which of the following is a way we can protect the environment?

a. Throwing trash on the ground

b. Planting trees

c. Leaving the water running

2. Which of the following is a wrong behavior for the environment?

a. Recycling

b. Littering

c. Conserving water

3. What can we do to reduce our use of plastic?

a. Use plastic straws every day

b. Bring a reusable water bottle to school

c. Buy lots of plastic toys

4. What is the most effective way to reduce greenhouse gas emissions?

a. Recycling paper products

b. Planting trees

c. Taking public transportation instead of driving

5. Is recycling good for the environment? Yes/No

6. Does littering harm the environment? Yes/No

7. Is it okay to throw trash on the ground? Yes/No

8. Is it good for the environment to use too much electricity? Yes/No

9. Should we cut down trees without planting new ones to replace them? Yes/No

10. Should we harm animals or destroy their habitats? Yes/No

11. Can we use plastic bags forever without causing any problems? Yes/No

12. Is water conservation important for protecting the environment? Yes/No

13. Does deforestation contribute to climate change? Yes/No

14. Can planting trees help to combat climate change? Yes/No

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Facilitating e-Learning for an Inclusive Pedagogy
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e-FLIP TEACHING ACTIVITY

Phase 1 (pre)

Main objectives	Understand the concept of self-talk and how to turn the negative self-talk into positive, learn the vocabulary related to mental health.
Content	Definition of Self-Talk, Difference between positive and negative self-talk, consequences on our actions and tips on how to turn our self-talk into positive
Digitalization of content	Youtube video “Positive Self-Talk” https://www.youtube.com/watch?v=71_NkXgAK1g
Monitoring learning	When in class, to check the basic understanding of the concepts explained in the video, divide the class into pairs and throw the cooperative learning strategy Think pair share. Ask the students what self-talk is and how it can affect our behaviour, when negative or positive. Then pair up students and ask them to come up with a common answer. To check if the students have understood, ask one or more pairs to share their answer within the whole class.

Phase 2 (while)

Engaging activity	After having introduced the topic with some personal examples,share a self-talk replacement sheet with the students. Individually, students are required to write first some negative self-thoughts. It is essential that they hand write on the given piece of paper and not type. Then ask the students to try to turn their negative self-talk into positive. A good tip could be to suggest to them to imagine how they would talk to a close family member or a dear friend. If they struggle with this part, they can ask the teacher, who is walking through the class. Create a circle of trust by sharing some personal examples of yours. It could be a good example to share some of your recurrent negative self-talks and how you were able to turn them into positive. If you do, share some examples from your own life of how changing your self-talk has had an impact on your behaviour. For this task students should have at least 20 minutes.
Coaching students	For this phase of the lesson I would use peer coaching. Divide the students into pairs, or ask them to pair up with someone they trust/connect well. Ask

	them to check the sentences they have written in pairs using the cooperative learning strategy Rally Coach. Each student will read out aloud to the peer their negative self-thoughts and the way they managed to turn them into positive. The other student will first check the grammar and the vocabulary and then coach on the meaning, correcting if needed. Then students will switch roles, and the second student will do the same, while the first one is coaching.
Design assessment	For this type of lessons I would prioritise formative assessment over summative. Therefore, I would use the cooperative learning strategy named Round Robin to assess how much new vocabulary the students have acquired through this lesson. Students will be divided into small groups of ideally 4 students- of course depending on the size of the class this can be readapted. They will share all the new words and concepts learned in the lesson, taking turns into the team. So the first student is saying the first new word, the second is adding a second one, the third another, the fourth and so on until they can go on. Ask them to write down the new words and count them. The team with the most words will win!

Phase 3 (post)

Reflection	Start a follow up lesson by asking students to share what they have learned about self-talk and if this has had an effect on the way they talk to themselves.
Further learning	Ask your students to write three takeaways from the lesson
Monitoring	Create a brainstorming through Mentimeter and ask your students to write some of the positive self-talks they have come up with, print the results and post them on the wall as a gentle reminder.

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Facilitating e-Learning for an Inclusive Pedagogy
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e-FLIP TEACHING ACTIVITY

Phase 1 (pre)

Main objectives	Learn emotion names in a target language (English) and reflect on comfortable and uncomfortable emotions.
Content	Emotion names in a target language and how to handle emotions.
Digitalization of content	Share a list of emotion names though Quizlet.
Monitoring learning	Check students' learning through the Quizlet platform.

Phase 2 (while)

Engaging activity	Once in class, share emotion cards with faces. Split the class into two teams. One person at a time will get an emotion card and perform the emotion, only with gestures and mimic, without talking. The rest of the team has to guess the emotion. If they fail, after a time limit chosen by the teacher, the other team will get the chance to guess. The team which guesses the emotion name will get the card. Then one person from each team gets to perform whereas the others are guessing. The team with the most cards will win. Then ask each student to pick up (randomly) an emotion card. Then ask the students with a positive emotion to stand in one corner of the classroom, the ones with a negative emotion in the opposite corner. After having checked their cards and corners, tell them they are all wrong because… there are no good or bad emotions. Now show a scene from a movie, like for example this one from In and out https://www.youtube.com/watch?v=QT6FdhKriB8.
Coaching students	In circle, ask your students to comment on the scene and give them feedback. In the end propose to call emotions comfortable and uncomfortable instead of good and bad.
Design assessment	Assess students' learning about emotions through an online quiz, such as Kahoot! or Socrative.

Phase 3 (post)

Reflection	Divide the class into pairs and ask them to share what they have learned about emotions. They will do it using the cooperative learning strategy called

	Timed Pair Share. Students will take turns and talk for an equal amount of time- 2 to 3 minutes. Each time, one student is going to talk and the other is going to listen only.
Further learning	Using the same cards of the first lesson, play the Tell a story game. Split the class into teams, each with 6 to 8 participants. Play some music. Students are passing the cards until the music stops. The student with the cards will pick up one and, without revealing which emotion it is, will tell a true story when they felt this emotion and the others have to guess.
Monitoring	Ask your students to write down a story choosing one of the emotions discussed in class.