



Erasmus+



ENCITS

2020-1-TR01-KA201-092704



Enhancing Creative and Innovative Teaching Skills Through Trainings and Observation



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INTRODUCTION



INTRODUCTION

1.1 ERASMUS+ PROGRAMME

Erasmus+ is the EU Programme in the fields of education, training, youth and sport for the period 2021-2027. Education, training, youth and sport are key areas that support citizens in their personal and professional development.

High quality, inclusive education and training, as well as informal and non-formal learning, ultimately equip young people and participants of all ages with the qualifications and skills needed for their meaningful participation in democratic society,

Intercultural understanding and Successful transition in the labour market.

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GENERAL OBJECTIVE



The general objective of the Programme is to support, through lifelong learning, the educational, professional and personal development of people in education, training, youth and sport, in Europe and beyond, thereby contributing to sustainable growth, quality jobs and social cohesion, to driving innovation, and to strengthening European identity and active citizenship.

As such, the Programme shall be a key instrument for building a European Education Area, supporting the implementation of the European strategic cooperation in the field of education and training, with its underlying sectoral agendas, advancing youth policy cooperation under the Union Youth Strategy 2019-2027 and developing the European dimension in sport.



SPECIFIC OBJECTIVE

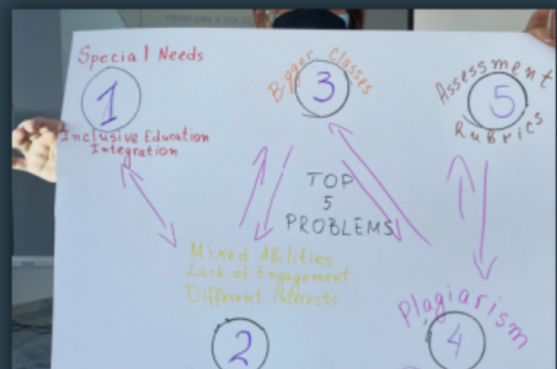
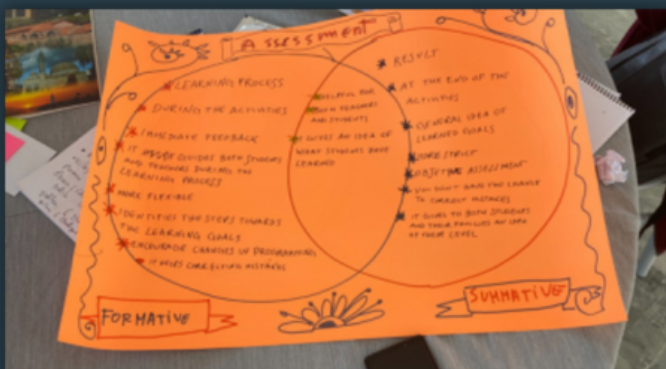


The Programme has the following specific objectives:

Promote learning mobility of individuals and groups, as well as cooperation, quality, inclusion and equity, excellence, creativity and innovation at the level of organisations and policies in the field of education and training;

Promote non-formal and informal learning mobility and active participation among young people, as well as cooperation, quality, inclusion, creativity and innovation at the level of organisations and policies in the field of youth;

Promote learning mobility of sport staff, as well as cooperation, quality, inclusion, creativity and innovation at the level of sport organisations and sport policies.



PROJECT SUMMARY

1

This e-book was developed as a project result of the Erasmus+ project named Exchanging Creative and Innovative Teaching Skills Through Trainings and Observations-ENCITS with reference number 2020-1-TR01- KA201-092704.

The e- book includes resources of trainings held in partner countries and collections of best practices of lesson plans developed based the trainings by teachers from participating organisations.

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Comission cannot be held responsible for any use which may be made of the information contained therein.

The EU-funded Project titled “Enhancing Creative and Innovative Teaching Skills Through Training and Observations” (ENCITS) focuses on the crucial aspects of a successful and updated education, namely equipping and encouraging teachers to implement creative and innovative teaching in their contexts.

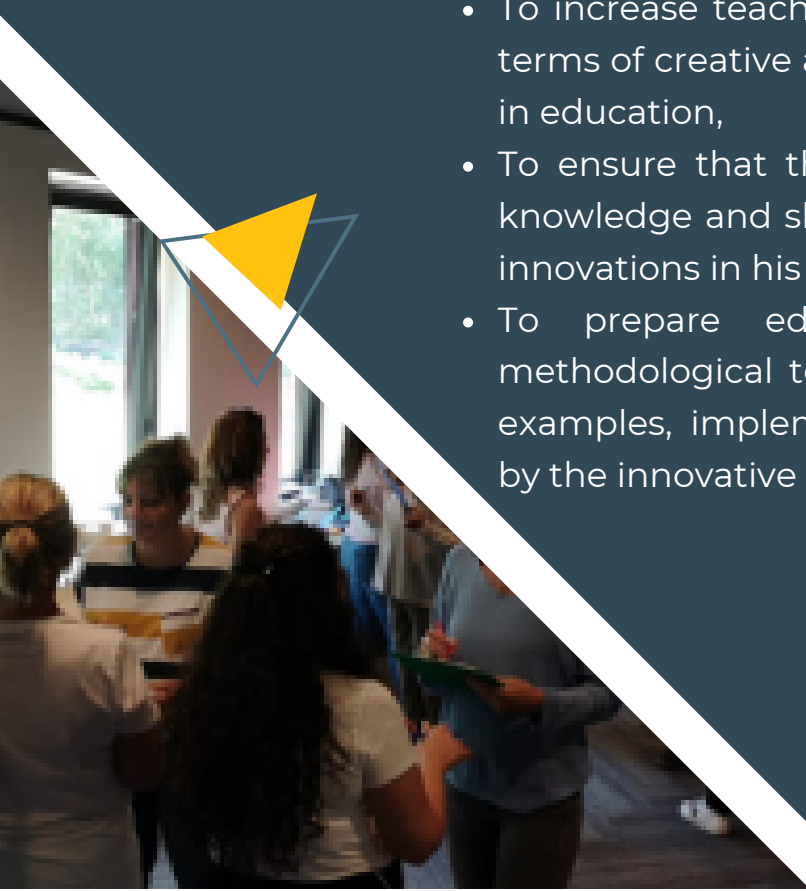
The Project includes five countries in Europe: Bulgaria, Italy, Netherlands, Spain and Turkey. The purpose of the project is to combine teacher training and teacher observation model in order to improve teachers’ creativity and innovation regarding teaching methods in their branches, which included English language education, science and information technologies.

The ultimate goal is to increase teachers' professional competences, and to increase their awareness on creative and innovative teaching in their branches by helping them realize their strengths and weaknesses in that respect. In that way, the project aims to guide teachers to renew their pedagogical knowledge and skills, and follow the changes and innovations in their branches.

In ENCITS, firstly, teachers will record one hour lessons to show their current best methodology and share with partners to evaluate lessons and see what is missing from an innovative lesson and what is needed. As a second step, teachers will attend teacher training courses. Each teacher will plan and record a lesson with innovative methods which are learned via training. At the end of the project, an e-book will be developed with the best practices of creative and innovative teaching methods from different countries.

The main objectives of this project are:

- To increase teachers' professional competences in terms of creative and innovative teaching methods in education,
- To ensure that the teacher renews pedagogical knowledge and skills and follows the changes and innovations in his field,
- To prepare educational tools for teachers, methodological tools for compiling good practice examples, implementing new and pilot practices by the innovative approaches in teacher training.



Basically, under ENCITS project were organized the following activities;

- Needs/Situation analysis to identify teachers' practices, beliefs and needs/competences in teaching creative and innovative methods.
- Online and Face-to-face meetings to ensure that the project is implemented properly and internal coordination/evaluation.
- Teacher training courses (LTT activities) to develop teaching, learning approaches/methods to train teachers in creative and innovative methods.
- Dissemination and Quality assurance activities to ensure that maximum possible impact is produced at national/European level.
- E-book with the best practices of creative and innovative teaching methods from different countries.





1.3 PARTNERSHIPS

Iznik District Directorate of National Education

Iznik District Directorate of National Education (İznikMEM), authorized by the Minister of National Education, Republic of Turkey, is a local public institution which is in charge of all the educational issues in İznik in Bursa. Iznik MEM is an umbrella organization which is responsible for planning, organizing and assessment of educational, sportive and social activities of;



- 3 pre-schools, 17 primary schools, 11 secondary schools, 3 high schools and 2 VET,
- 1 Lifelong learning and adult education center
- 2 special education and rehabilitation centers
- 3 private schools from all educational levels
- Pre-in service training of trainee teachers and in-service training of teachers.



Bursa Uludag University

Bursa Uludag University, established in 1982, has been providing educational services since then. It has 4 institutes, 13 faculties, 1 conservatory, 3 graduate schools, 15 vocational schools, and 19 research centers. The university has a total of 2280 faculty members, including 418 professors, 203 associate professors, 287 assistant professors, 167 instructors, 285 lecturers, 856 research assistants, and 64 specialists.



Bursa Uludag University, established in 1982, has been providing educational services since then. It has 4 institutes, 13 faculties, 1 conservatory, 3 graduate schools, 15 vocational schools, and 19 research centers. The university has a total of 2280 faculty members, including 418 professors, 203 associate professors, 287 assistant professors, 167 instructors, 285 lecturers, 856 research assistants, and 64 specialists. The main campus is located in Görükle, 20 km from the city center, and houses the rectorate and most faculties. Other faculties are located in various other locations.

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Asociación Granadina para la Información, Formación y Desarrollo de las Nuevas Tecnologías (AGIFODENT)

Agifodent is a non-profit educational institution established in 2002 near Granada, Spain, that operates a private vocational school and adult school. It focuses on current European problems and participates in international projects related to them, with a goal to inform, educate, and develop European programs in Andalucía, promote educational programs for businesses and citizens, provide young people with information on EC



initiatives and European mobility programs, disseminate information about job and educational opportunities in Europe, and make European program results accessible to the public.

Regional Department of Education - Pazardzhik

Regional Department of Education- Pazardzhik is one of 28 province departments on behalf of Ministry of Education and Science. It is responsible for carrying out educational and training activities for 110 schools and 58 kindergartens in district Pazardzhik in accordance with the directives of Ministry of Education and Science. The authority is responsible for methodological help in the fields of school organization and education, implementation of new educational methods and activities that make classes activities more attractive, reduce early school leaving and make students' school results higher. In the district there are 3 School centers for Inclusive education- SEN students and 1 Regional center for inclusive education which support all schools. It focuses on providing support and advice to schools to achieve the objective of offering education to all children depending on psychosocial and individual challenges, problems and talents.





Istituto Comprensivo Statale "Aldo Moro"

"The Comprehensive school "Aldo Moro" is located in Casalnuovo di Napoli, 20 km from Naples. The school aims to prevent school dropouts and social disadvantages by promoting cultural and social activities. It has a population of 1327 students in 61 classes and 160 staff members, including DS, DSGA, 140 teachers, and 25 ATA

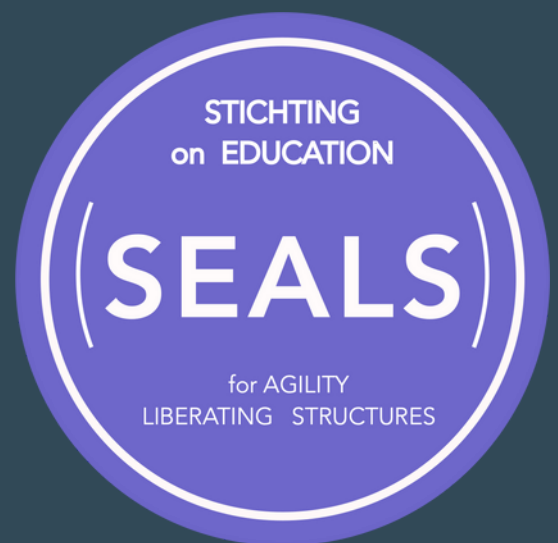
personnel. The school is comprised of 5 plexuses, each with its own facilities, such as classrooms, gym, computer lab, laboratories, auditorium, and multi-functional classrooms.





Stichting for Education on Agility Liberating Structures

The Stichting for Education on Agility Liberating Structures (Stichting Eduagility) is a foundation dedicated to providing training in Educational Leadership for transformation. It offers workshops in new methodologies such as BRICKme, LEGO Serious Play, Agile, Kanban, Liberating Structures, U-Methodology, Design Thinking, Storytelling, Game design, Gamification, and Business Model YOU.



The foundation's KA1 training programs cater to Higher Education, VET, Adult, and Schools. The five-person team, with diverse backgrounds, has participated as experts in EU funded projects and is now active in projects related to tourism, social inclusión, skills development, and more. The foundation collaborates with Universities, Museums, and Libraries on projects under Creative Europe, Cosme, and KA3. Visit <http://brickme.org> for more information on activities and training.

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NEEDS ANALYSIS

NEEDS ANALYSIS

2.1. REPORT OF NEEDS ANALYSIS

In this international project, developing a needs analysis survey about the current practices of teachers and teachers' beliefs about innovative teaching methods was one of the responsibilities of Bursa Uludağ University. The questionnaire consisted of 14 multiple choices, rating, ranking, and open-ended questions and the first 4 questions of the questionnaire focused on the demographic and professional information of the participants.



The questionnaire was administered on 85 teachers, 65,9% of whom were female, 32,9% were male, and 1,2% of whom chose the option "other" regarding the gender. The participants were from Turkey (24,7%), Spain (23,5%), the Netherlands (8,2%) Italy (20%) and Bulgaria (23,5%); and their branches varied as science (37,6%), English language (32,9%), and Information Technologies (28,4%). 54.1% of the participants had 6 to 15 years of experience in teaching while 23,5% of them had 16 to 24 years of experience. On the other hand, 12,9% of the participants were relatively novice participants with 0 to 5 years of experience while 9,4% of the participants were experienced teachers with 25 or more years of experience.



The following 10 questions of the questionnaire are as follows:

5. How often do you use creative and innovative methods of teaching in your lessons?

6. If you use other creative or innovative methods, please write them.

7. How often do you use digital technologies in the classroom to support student learning?

8. If you use other web 2.0 tools, please write them.

9. How often do you use models for the development of teachers' digital competence?

10. How often do you use alternative methods for assessment?

11. If you use other assessment methods, please write them.

12. To what extent do you find innovative methods effective?

13. How confident do you feel when integrating innovative methods in your classroom?

14. Which skills would you like to improve with training/workshop?

The 5th question aimed to reveal the frequency of teachers' creative and innovative teaching methods use. 60 participants were revealed to use a smart board, and 51 participants used the web itself as a tool. 49 participants utilized interactive games while 41 mentioned story telling. Similarly, 41 participants utilized mobile applications. The rest of the answers given to this question is shown in table 2 below.

TABLE 2

THE FREQUENCY OF TEACHERS' USE OF CREATIVE AND INNOVATIVE TEACHING METHODS

| | |
|--------------------------------|-----------|
| Interactive Experiments | 39 |
| Role Play/Drama | 36 |
| STEM | 35 |
| Out-of-class Activities | 28 |
| Augmented Reality | 23 |
| Realia | 20 |
| E-twinning projects | 19 |
| Artificial Intelligence | 19 |
| Sport | 11 |

The purpose of the 6th question was to have a better understanding of creative and/or innovative method used by teachers and reveal whether there were any methods that were not mentioned in the previous question despite being used by the participants. The answers showed that the participants also utilized flipped classroom, gamification, videos, learning applications, problem-based learning, learning by doing, virtual and remote labs, natural adventure activities, project based-learning, inquiry based learning, and Web 2.0 tools such as Miro, Google Jamboard, Padlet, and Zoom.

The purpose of the 7th question was to find out the frequency of teachers' use of digital technologies in the classroom to support student learning. The results showed that Google Docs, Powerpoint, and Youtube were the most frequently preferred tools in the classrooms while Toontastic, UtellStory, and OneShot were the least frequently preferred ones. The results are presented in table 3 below.

TABLE 3

THE FREQUENCY OF TEACHERS' USE OF DIGITAL TECHNOLOGIES IN THE CLASSROOM TO SUPPORT STUDENT LEARNING

| Digital Technologies | Always | Frequently | Sometimes | Rarely | Never |
|-----------------------------|---------------|-------------------|------------------|---------------|--------------|
| Powerpoint | 26 | 34 | 22 | 3 | 0 |
| Google Docs | 21 | 43 | 14 | 6 | 1 |
| Edmodo | 0 | 16 | 31 | 17 | 21 |
| Remind | 0 | 11 | 21 | 18 | 35 |
| Kahoot | 3 | 23 | 23 | 12 | 24 |
| Quizlet | 4 | 19 | 26 | 4 | 32 |
| TedED | 1 | 9 | 25 | 15 | 35 |
| YouTube | 20 | 29 | 26 | 8 | 2 |
| Menti | 3 | 10 | 19 | 17 | 36 |
| Toontastic | 1 | 2 | 20 | 16 | 46 |
| Prezi | 4 | 16 | 18 | 17 | 30 |
| UtelStory | 2 | 8 | 15 | 23 | 37 |
| OneShot | 3 | 5 | 19 | 13 | 45 |
| Powtoon | 2 | 9 | 22 | 10 | 42 |

The 8th question aimed to reveal other web 2.0 tools that were not involved in the previous question but utilized by the participants in the classroom to support student learning. The results revealed that the participants used Padlet, Quizizz, and varied Google applications such as Meet and Classroom most frequently. Moreover, apps that enable videoconferencing for online teaching were utilized specifically during the pandemic. Besides, the participants mentioned Animoto, cue prompter, jeopardy labs, Actionbound, Momentcam, chatterpix, postermymwall, Canva, storyjumper, educaplay, LearningsApps, Educandy, Answergarden, Wordless, Wigflip, Pelmanism, Wakelet, Moodle, Wordpress, branch-related web 2.0 tools, Canvas, Miro, varied Microsoft Office Programs as tools that they benefit from in their classrooms.

The 9th question aimed to reveal the frequency of teachers' use of models for the development of their own digital competence. The results showed that ISTE model was the most frequently used model for the development of teachers' own digital competence among the options whereas Krumsvik model was the least frequently utilized one as seen in Table 4 below.

| Models for the development of teachers' digital competence | Always | Frequently | Sometimes | Rarely | Never |
|---|---------------|-------------------|------------------|---------------|--------------|
| TPAKC | 7 | 5 | 28 | 16 | 29 |
| Krumsvik | 2 | 14 | 19 | 19 | 31 |
| ISTE(International) | 0 | 16 | 31 | 17 | 21 |
| Society for Technology in Education | 4 | 19 | 22 | 15 | 25 |
| UNESCO | 2 | 12 | 26 | 23 | 22 |

TABLE 4

THE FREQUENCY OF TEACHERS' USE OF MODELS FOR THE DEVELOPMENT OF THEIR OWN DIGITAL COMPETENCE

The purpose of the 10th question was to reveal the frequency of teachers' alternative methods use regarding assessment. According to the results, the participants' first and second most frequent choice of alternative assessment methods were oral interview and self-assessment. On the other hand, portfolio and performance test were the least frequently preferred alternative assessment methods (see table 5).

TABLE 5

THE FREQUENCY OF TEACHERS' ALTERNATIVE ASSESSMENT METHODS USE

| Models for the development of teachers' digital competence | Always | Frequently | Sometimes | Rarely | Never |
|---|---------------|-------------------|------------------|---------------|--------------|
| Performance Test | 14 | 27 | 28 | 12 | 4 |
| Oral Interview | 26 | 36 | 18 | 5 | 0 |
| Portfolio | 8 | 30 | 30 | 13 | 4 |
| Self-Assessment | 20 | 37 | 15 | 13 | 0 |
| Peer-Assessment | 11 | 36 | 24 | 12 | 2 |
| Structured Observation | 17 | 34 | 20 | 8 | 6 |

The 11th question aimed to discover whether teachers' utilized other assessment methods that were not included in the previous question. The participants mentioned coaching, formative assessment, tracking progress, written reports, flipped classroom, and lesson plans as assessment methods that they use in their classrooms.

The purpose of the 12th question was to discover the extent of efficiency of innovative methods from teachers' perspective. According to the results, none of the participants rated the efficiency as 1 or 2 while 12,9% of the participants rated the efficiency as 3. The rest of the participants' ratings were 4 (44,7%) and 5 (42,4).

TABLE 6**SKILLS TO BE IMPROVED VIA THE TRAINING / WORKSHOP: TEACHERS' PREFERENCES**

| |
|----------------------------|
| Digital Skills |
| Professional Skills |
| Personal Skills |
| Emotional Skills |
| Reserach Skills |
| Assessment Skills |

The 13th question aimed to find out the teachers' opinions about their confidence in integrating innovative methods in their classrooms. 50,6% of the participants rated their confidence as 4, and 30,6% of them gave 5 points to their confidence. 16,5% of the participants rated their confidence as 3; 2,4% rated as 2 while none of the participants believed that they were not confident at all and chose 0.

The 14th question focused on the teachers' preferences in terms of the skills to be improved via the training / workshop. 62,4% of the participants wanted to improve their digital, personal, and professional skills. Besides, 50,6% of them wanted to improve their emotional skills. On the other hand, 38,8% of the participants considered a need for improvement in terms of research skills, and 36,5% focused on the need for improvement regarding assessment skills (see table 6).





The results of the questionnaire administered on the teachers in three different branches reveal important points as stated below:

- The participants are mostly digital literates and use digital tools in their lessons. Most of them are confident in terms of integrating innovative methods in their lessons and they are capable of using a number of web 2.0 tools in their lessons confidently. However, they still believe that they need training to improve their digital skills. In other words, despite their confidence, the teachers wanted the training to be on digital skills mostly. This irony might have to ends. First, the teachers believe that there is always room for improvement. Second, the teachers are not as confident as the results show.
- The participants' answers to 11th questions are not as varied as their answers to the other questions. This might lead to the conclusion that the participants need to improve their assessment skills.
- The participants preferred to have training on almost all the skills indicated in the questionnaire, which implies that the teachers definitely need to improve their professional competences and horizons on innovative and creative teaching skills in order to ensure quality and success in education.

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OBSERVATION FORM

This part introduces the observation form developed by Bursa Uludag University. Observation form comprises of criteria to be used while analyzing videos with innovative and creative methods recorded by teachers..

| 1. Lesson Plan | 5 | 4 | 3 | 2 | 1 |
|---|----------|----------|----------|----------|----------|
| a. Lesson plan is designed with innovative skills and tools. | | | | | |
| b. Objectives are identified clearly at the lesson plan. | | | | | |
| c. The teacher shows knowledge and understanding of new skills/tools. | | | | | |
| d. The lesson plan is coherent with the lesson. | | | | | |
| e. Teacher develops and instructional plan that matches/aligns the objective, learning strategies, assessment and student needs at the appropriate levels of difficulty. | | | | | |
| Comment: | | | | | |
| 2. Materials/Tools | | | | | |
| a. Teacher organizes materials and equipment in advance. | | | | | |
| b. Teacher uses new materials and tools that are taught in training effectively. | | | | | |
| c. The materials used capture the interest of the students. | | | | | |
| d. Materials are innovative and creative. | | | | | |
| e. Materials encourage student participation | | | | | |
| f. Materials encourage students' critical thinking skills. | | | | | |
| g. Teaching resources are well organized. | | | | | |
| h. Teacher integrates ICT devices in the lesson. | | | | | |
| Comment: | | | | | |



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5: Strong..... 1: Not displayed

| 3. Techniques/Methods | 5 | 4 | 3 | 2 | 1 |
|--|---|---|---|---|---|
| a. Creative and innovative methods of teaching are used in the lessons. | | | | | |
| b. Digital technologies are used in the classroom to support student learning. | | | | | |
| c. Teaching methods used motivates and engages students actively. | | | | | |
| d. A variety of activity and questioning techniques are used. | | | | | |
| e. Instructions and explanations are clear and specific. | | | | | |
| f. Techniques and methods encourage student participation. | | | | | |
| g. Techniques and methods meet student needs. | | | | | |
| h. Teacher talk is adressed to the students. | | | | | |
| i. Students are allowed to discuss hypotheses expressed by the others. | | | | | |
| j. Examples from daily life are given. | | | | | |
| k. Interaction among students are supported. | | | | | |
| l. Collaborative and cooperative group class climate are created. | | | | | |
| m. Alternative methods for assessent are used. | | | | | |
| Comment: | | | | | |

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LEARNING TEACHING TRAINING ACTIVITIES



4. LEARNING TEACHING TRAINING ACTIVITIES

Throughout the project, four LTT activities were organised in partner organisations in Turkey, Spain, The Netherlands and Italy.





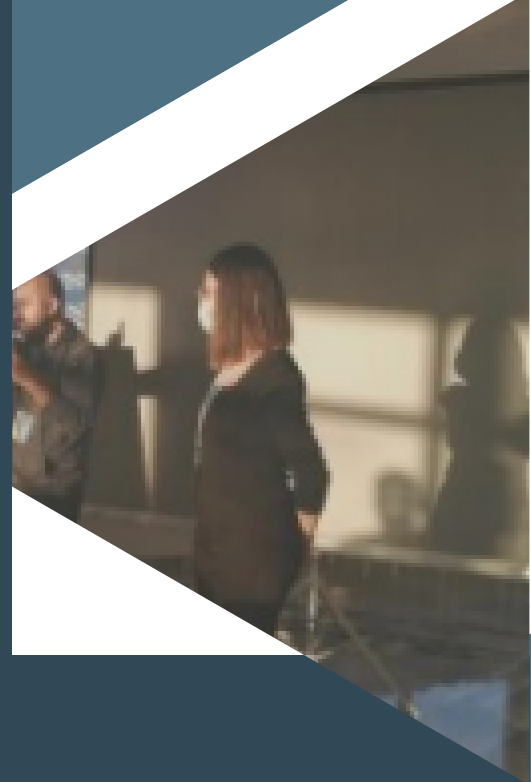
4.1 TURKEY

The First Learning Teaching Training Activity in Turkey on 25-29 October 2021

The 1st Learning Teaching Training (LTT) activity, held in Turkey from October 25th to October 29th, 2021, provided an enriching experience for teacher participants. The training encompassed various aspects, including project coordination, lesson plan evaluation, research skills, action research and assessment methods. The activity commenced with a transnational project meeting on Tuesday, October 26th, where project coordinators discussed the progress and completion of tasks related to the project. Simultaneously, teachers gathered in groups to evaluate lesson plans and video records, engaging in detailed discussions about their content.

October 26th, 2021

During the first session of the LTT, trainers Zübeyde Sinem Genç and Selin Armağan delivered an insightful presentation on Research Skills of Teachers - Professionalism in the 21st century and Research Literacy. The teachers actively participated in various activities aimed at exploring the changes that have occurred in the field of education since the beginning of the 21st century. Through extensive discussions and elicitation, the participants agreed upon the essential characteristics that educators should possess in the 21st century. These characteristics include being collaborative, dialogic, encouraging, reflective & autonomous, and researchers.



The second session of the training, conducted by the trainers Zübeyde Sinem Genç and Selin Armağan, focused on Classroom Research and Action Research Methods. They prompted the teachers to reflect on their engagement with research by posing the question, "Are you engaged in or engaged with research?" The trainers provided valuable insights into the benefits and challenges of research and shared information about the stages of Action Research. To exemplify these stages, they presented a real action research report and encouraged the participants to apply them to solve a given situation. The stages included identifying the problem, planning and acting, gathering and analyzing data, and reflecting.



October 27th, 2021

Moving forward to Wednesday, October 27th, the first session of the day concentrated on Assessment Skills of Teachers and How to Assess Students. The trainers facilitated discussions to help the participants understand the differences between Formative and Summative Assessment. They also introduced a variety of methods and tools that can be utilized for both types of assessment. To enhance understanding, Alejandro from the Spanish team creatively performed a short puppet show, illustrating the interconnectedness and necessity of both assessment methods.



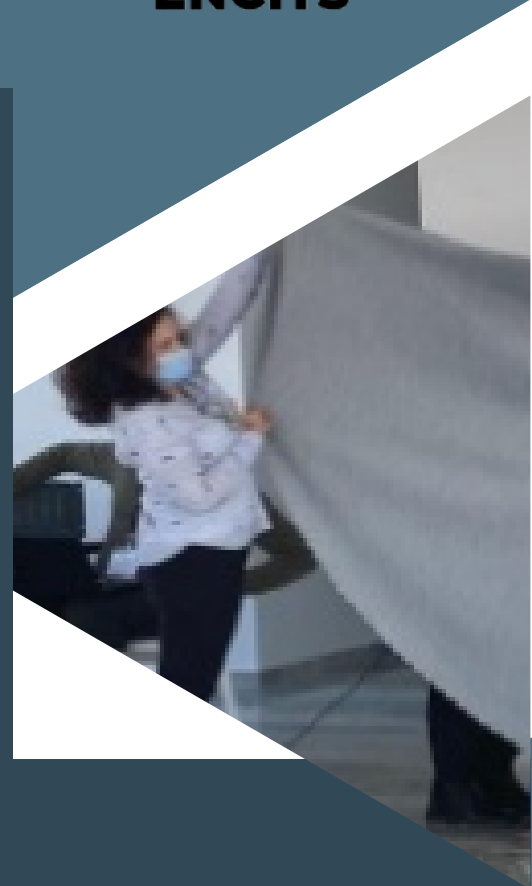
October 27th, 2021

In the second session, the training delved deeper into Innovative Assessment Methods, allowing teachers to engage in various studies related to this topic. This session provided an opportunity for participants to explore alternative approaches to assessment and expand their repertoire of assessment techniques.



October 28th, 2021

On Thursday, October 28th, the project coordinators took part in visits to local authorities for dissemination purposes. They seized the opportunity to explain the content and objectives of the project in detail to the Governor and the Mayor of Iznik. Simultaneously, teachers from Bulgaria, Spain, and Italy visited Orhaniye Secondary School and Alparslan Secondary School, enabling them to observe Turkish teachers in action and gain valuable insights into the local educational practices.



Throughout the LTT activity, several cultural and social activities were organized to provide participants with a glimpse of the historical and cultural richness of the host city. These activities included a Turkish Culture Night, where the participants immersed themselves in the customs, traditions, and artistic expressions of Turkish culture. Additionally, a Tile and Ceramic workshop provided a hands-on experience, allowing participants to engage in traditional craftsmanship. Furthermore, a city tour was organized, allowing the teachers to explore the historical landmarks and cultural heritage of the city.





The learning outcomes for the teacher participants from this LTT activity were multifold. They gained a deeper understanding of research skills and professionalism required in the 21st century, as well as research literacy. The training provided them with valuable insights into classroom research and action research methods, equipping them with the necessary tools and knowledge to engage in research within their own teaching practices. The sessions on assessment skills expanded their understanding of assessment techniques and the application of formative and summative assessment approaches. Moreover, the participants had the opportunity to observe Turkish teachers in action, broadening their perspectives and inspiring new ideas for their own teaching practices.

4.2 SPAIN

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2nd Learning Teaching Training Activity in SPAIN on 7-11 February 2022

The 2nd Learning Teaching Training (LTT) activity took place in Spain from February 7th to February 11th, 2022. The training sessions focused on various aspects of education, fostering the development of digital skills, creativity and innovation, communication and collaboration, critical thinking, and digital citizenship among the teacher participants.

The activity commenced with a warm welcome from the Spanish host members. Teachers engaged in group discussions to evaluate lesson plans and video records, delving into the content of these materials. Meanwhile, the coordinators held a meeting to discuss future work related to the project.



During the 2nd session on the first day, trainer Mauricio Borgon Fuentes Nieto delivered a presentation on digital skills and their importance in the modern educational landscape. The topics of creativity, innovation, communication, collaboration, critical thinking, and digital citizenship were thoroughly explored. Furthermore, models for the development of teachers' digital competence were discussed, providing participants with valuable insights and strategies.

Moving on to the second day, trainers Julio Jimenez Garcia and Antonio Miccoli conducted training sessions on the Spanish educational method and the new teaching challenge in the future. Participants were introduced to new applications, including Quizziz, and were shown how to effectively use them to create interactive quizzes, facilitate student questions and answers, and enhance classroom engagement.

Wednesday evening brought a cultural experience for the participants. They attended a flamenco dance show during the cultural night in Granada, immersing themselves in the vibrant Spanish tradition.

On Thursday, the group visited the College of San Isidoro, one of the oldest and most renowned colleges in Granada. Hosting teachers provided a short presentation about the school, followed by a visit to various classes, ranging from kindergarten to higher levels. Strict adherence to anti-COVID measures was maintained throughout the visit, ensuring the safety of everyone involved.



The day continued with a visit to the famous Sacromonte Abbey, offering participants an opportunity to explore the historical and cultural significance of the site. The 2nd LTT activity in Spain provided teacher participants with valuable learning experiences. They gained insights into digital skills, creativity, innovation, communication, collaboration, critical thinking, and digital citizenship. The training equipped them with practical strategies and tools to enhance their teaching practices. Additionally, cultural experiences and school visits allowed participants to gain a deeper understanding of the Spanish educational system and the rich heritage of Granada.

Overall, the LTT activity in Spain facilitated the professional growth of the teacher participants, empowering them to integrate digital skills and innovative teaching methods into their classrooms. It broadened their perspectives and fostered their ability to create engaging and effective learning environments for their students.



4.3 THE NETHERLANDS

3rd Learning Teaching Training Activity in The Netherlands on 5-7 July 2022

The 3rd Learning Teaching Training (LTT) activity took place in the Netherlands from July 5th to July 7th, 2022. The focus of this module was on practical cases in English, IT, and Science teaching, aiming to demonstrate the implementation of different frameworks and methodologies through real classroom examples based on previous school experiences.

JULY 6TH, 2022

2

The training began by creating a base for common knowledge and self-organization within teams. Participants engaged in activities such as "Build the Duck," "Build the Dog," and "Build your superpower for the team," which facilitated team building and collaboration. They also played the building game, explored English lessons, delved into IT play, and engaged in a Science UNESCO SGD play. The participants had the opportunity to prototype their own examples, fostering creativity and innovation in their teaching practices.

Throughout the training, an ideation process was emphasized, encouraging participants to generate and evaluate educational/lesson ideas. They worked individually to build models of their ideas, shared and iterated upon them in group settings, and presented the landscape of educational ideas. Teams were realigned based on values, strengths, and passion, ensuring effective collaboration and lesson management.

The training also involved deep work and content creation, where participants dedicated focused time to their individual tasks. Regular Scrum meetings were held to share progress, discuss challenges, and identify opportunities for improvement. The participants reflected on what helped them move forward, what held them back, and how they could approach things differently in the future.



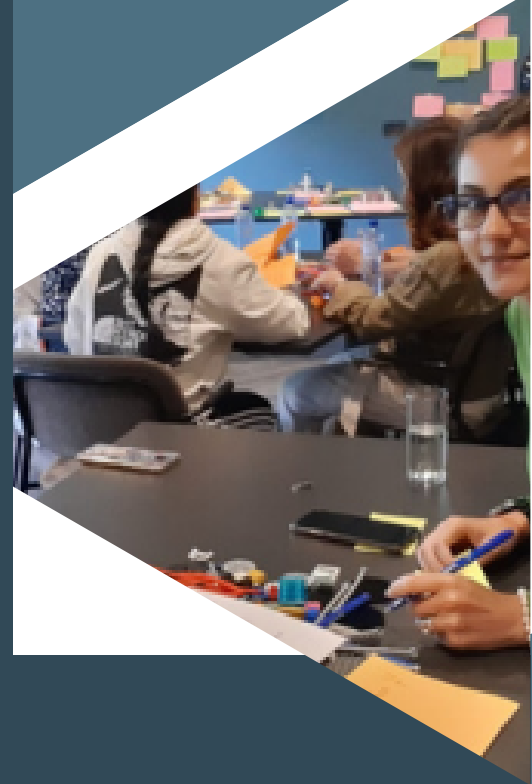
The training culminated in presentations of the lesson ideas, where participants received feedback from the product owner (teacher). Depending on the nature of the lesson, presentations took the form of PechaKucha or prototype showcases. Following the presentations, teams conducted retrospectives to reflect on their experiences and lessons learned.



One significant aspect of the training was the focus on digital badges. Participants learned how to create different badge levels based on their practical case. They explored the roles of badge issuers and earners, identified the advantages of their open badges, and defined the skills to be acquired and assessed. The training emphasized the transferability of badges across different learning providers and borders, highlighting their value in talent identification and alternative validation.



The learning outcome for the teacher participants from this LTT activity was a deeper understanding of practical implementation of frameworks and methodologies in English, IT, and Science teaching. They developed skills in ideation, collaboration, agile team management, and content creation. Additionally, the participants gained knowledge and practical experience in utilizing digital badges to recognize achievements and share them with employers.



Overall, the LTT activity in the Netherlands provided teacher participants with valuable insights, strategies, and practical examples to enhance their teaching practices in English, IT, and Science. They acquired new skills, fostered collaboration, and explored innovative approaches to education. The focus on digital badges expanded their understanding of skill recognition and provided alternative validation methods.



4.4 ITALY

4th Learning Teaching Training Activity in ITALY on 21-25 November, 2022



The 4th Learning Teaching Training (LTT) activity took place in Italy from November 21st to November 25th, 2022. The training focused on various aspects of teaching, with a particular emphasis on relational and emotional competences (R.E.C.) and innovative methods.

November 22th, 2022

The activity commenced with a warm welcome from the headmistress in the auditorium, accompanied by a delightful flute concert performed by the students, featuring the Italian national anthem and traditional Neapolitan music. The participants were then introduced to the Erasmus corners, followed by a visit to a classroom where they observed a lesson conducted by a teacher employing innovative methods. This lesson took place in a 3rd-grade class.



On the second day, the participants had the opportunity to tour the school and explore the Erasmus Plus corners. A Content and Language Integrated Learning (CLIL) lesson was conducted in a third-grade class, where the students worked on a science project in English using the online platform www.menti.com to create a customized dictionary. The participants engaged with the students, asking them questions about their experience with the new method. In the afternoon, the focus shifted to training on the R.E.C. method, specifically exploring good practices such as prisms and mirrors, hold and share circles, and role-playing and simulations related to building relationships. The training concluded with a discussion on the various methods, their impact on teacher-teacher and teacher-pupil relationships, and their usefulness in teaching. At the end of the training, certificates were awarded to all participants by Prof. Napolitano Loredana of I.C.S. Aldo Moro.





The third day of the training was dedicated to a total immersion experience in the wonders of the Pompeii excavations. The teachers had the opportunity to explore the preserved streets and houses, gaining a deeper understanding of history and experiencing the atmosphere of the ancient city. The day continued with a scenic walk along the Sorrento coastline, where the participants admired the beauty of the Gulf of Naples and the charming narrow streets of Sorrento. Throughout these excursions, a sense of friendship, cordiality, and affection permeated the atmosphere, further enhancing the overall experience.

The learning outcome for the teacher participants from this LTT activity was multi-faceted. They gained insights into innovative teaching methods and the implementation of the R.E.C. method, which focused on developing relational and emotional competences. By observing classroom lessons and engaging with students, the participants learned how to create an inclusive and engaging learning environment. They also had the opportunity to reflect on the impact of different teaching methods on relationships between teachers and students and among teachers themselves. The visit to Pompeii provided a unique historical and cultural perspective, allowing the participants to broaden their knowledge and understanding of the ancient city. Additionally, the training fostered a sense of camaraderie and mutual support among the participants, creating a positive and nurturing learning community.

Overall, the 4th LTT activity in Italy offered teacher participants a rich and immersive learning experience. They gained practical knowledge, expanded their teaching methods, and deepened their understanding of relational and emotional competences. The combination of classroom observations, training sessions, and cultural excursions contributed to their professional growth and development as educators.



5

ENCITS

BEST PRACTICES

5.1. ENHANCING TEACHERS' RESEARCH AND ASSESSMENT SKILLS



5.1.1. ACTION RESEARCH LESSON PLAN

| | |
|------------|---|
| Category | Practical (data collection phase of the action research) |
| Time Frame | 45-60 Minutes |
| Objectives | <p>As part of action research process, learner's problems with speaking will be identified and solutions will be put into action to solve it.</p> <p>The learners' feeling about speaking in their foreign language will be explored.</p> <p>By the end of the lesson, the learners will understand how they feel when they speak in their foreign language come up with some solutions for the negative feelings and troubles they have while speaking in English.</p> |
| Materials | <p>An online questionnaire</p> <p>A video</p> <p>An empty chart with a number of questions about the sources of speaking anxiety.</p> |



Procedure

1. Show the video of people from varied countries struggling to speak in English.
2. Ask several questions about why it is not easy for the people in the video to speak in English to make learners empathize with the people in the video and lead them into self-reflection.

Sample questions:

Do you think these people cannot fluently express themselves because they do not know English?
How do you think they feel when they are trying to speak in English?
What might solve their problem?

3. Create groups of 4 and let them delve into the issue. At the end of the group discussions let the groups share their conclusions with the other students.
4. Give the learners some time to think about their own speaking experiences and troubles they have when they speak in English. They can take notes in process.

5. Share the online questionnaire with the students. Ask them to fill in the questionnaire about the feelings they have when speaking in English.

6. As the answers will be anonymous, share the results with the class. Create groups of 4 and ask them to give advice about how to cope with the negative feelings and troubles they have during speaking in English. They should feel free to give advice to the teacher, as well.

7. At the end of the lesson, give the learners an exit ticket to make them assess their experiences, the benefits of the lesson for them, and how their feelings towards speaking in English changed at the end of the lesson (if they have changed at all)

Further
Materials
Suggestions
for the
teachers
and trainers

Remember that this is just one phase of data collection part of the action research. Although you benefit from the online questionnaire as a part of the lesson, that questionnaire provides you data about the case in the classroom. Therefore, you will need it to develop your action plan.

Instead of the online questionnaire, you can benefit from reflection letters (which you will need to collect at the end of the lesson).

You can leave "a suggestion and feelings box" by the door so that the learners can freely and anonymously write their feelings and suggestions at the end of the lesson.

A sign with the words "Action Plan" written in large, bold, black letters on a white background. The sign is placed on a wooden surface, and a wooden pencil is visible on the right side.

**Action
Plan**

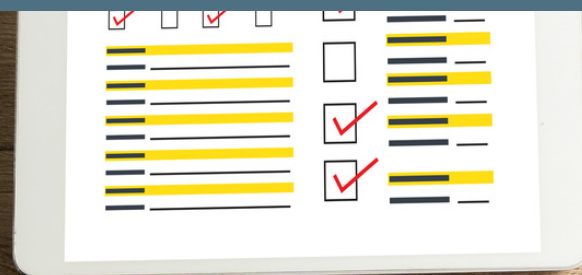


5.1.2. SELF ASSESSMENT LESSON PLAN

| | |
|------------|--|
| Category | Practical |
| Time Frame | 45 Minutes |
| Objectives | As a form of formative assessment, self-assessment will be implemented. Learners will be able to identify the colours. Learners will assess their own learning experience. |
| Materials | A colourful poster of a clown, handouts with the same clown without colours, crayons, colour song, a fill in the gap activity (the lyrics of the song, the colours left blank), exit tickets |

Procedure

1. Stick the poster on the board and introduce the clown to the classroom. Use your body language to hook the learners.
2. Tell that the clown has a song, but it wants you to keep the rhythm. Practice the rhythm with the learners. Let them find their own instrument like clapping, their desks, tapping on the floor. This will make them feel as a part of the activity.
3. Stick the lyrics on the board and start singing the song. Show the colour on the clown as it comes in the lyrics.
4. Sing the song together with the learners, let them show the colours on the clown or with their crayons, or using anything in the classroom as they sing along with you.
5. After letting the learners practice colours several times, form pairs and give each pair a copy of the colourless handout.
6. Tell your learners to colour the clown.
7. Give them the handout with the lyrics and tell them to fill in the colours according to the clown they have just coloured.



ASSESSMENT

8. The rhythm of the song does not change just by changing the colour parts, so the learners can colour the clown and write their own song freely.

9. Each pair comes to the board one by one, sticks their clown on the board and sings their song with their friends.

10. In the last five minutes of the lesson, give your learners an exit ticket to let them explore and assess their own learning experience. The learners fill in the gaps in the following sentences by drawing emoji.

The song is.....

The clown is... Colours are...

The lesson was...

I know the colours now....

Further
Materials
Suggestions for
the teachers
and trainers

You can make the learners practice colours by using Simon...

Simon wants to see a red object

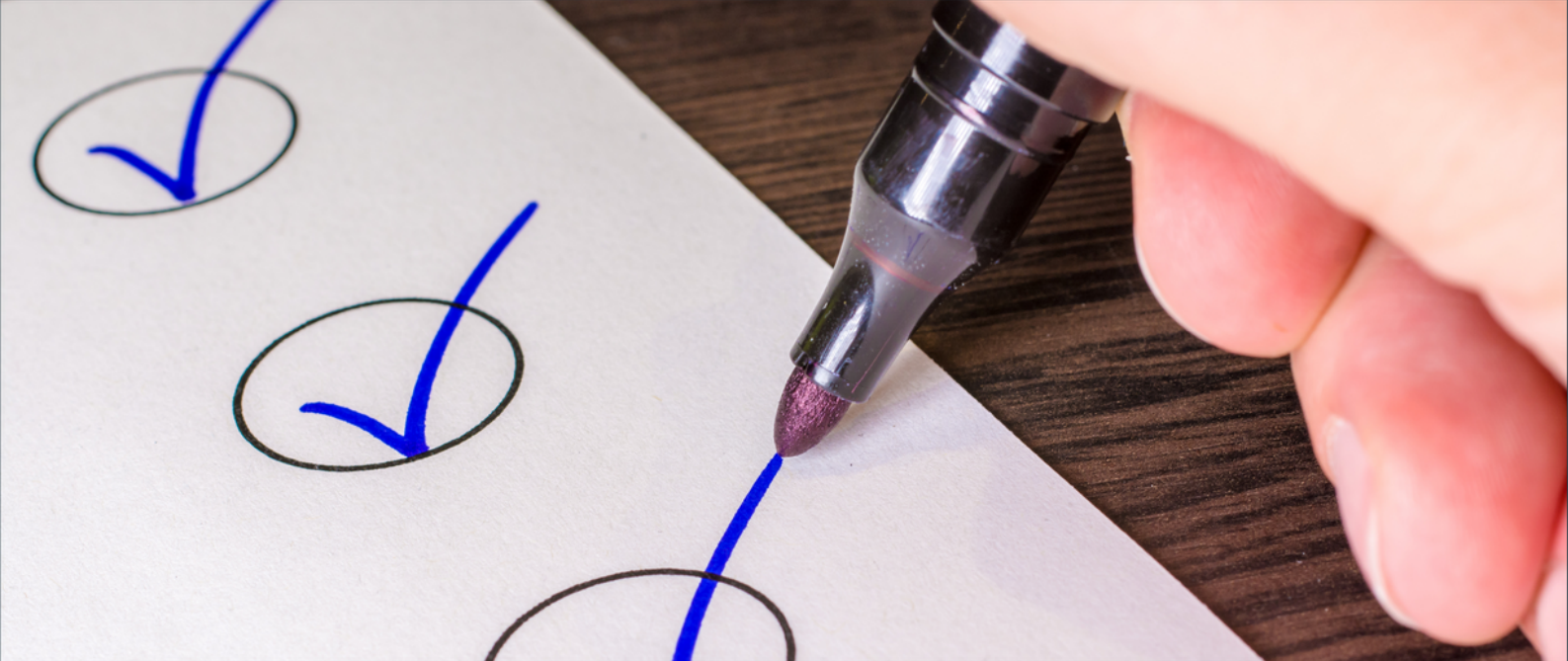
Simon wants to see something blue...

You can record the song beforehand and make it sound like the clown is singing it.

You can use a puppet of clown instead of a clown poster and let the learners hold the puppet.

5.1.3. TASK-BASED LESSON PLAN

| | |
|------------|---|
| Category | Practical |
| Time Frame | 60 Minutes |
| Objectives | <p>The learners will be assessed by using task-based activities.</p> <p>By the end of the lesson, the learners will be assessed if they are able to:</p> <ul style="list-style-type: none">-tell the difference between types of soil,-show the water retaining capacity of clayey, sandy, and loamy soils |
| Materials | <p>Beaks Funnels Samples of clayey, sandy, and loamy soil Pieces of cotton Timer Bottles of water Experiment sheet Observation sheet</p> |
| Procedure | <ol style="list-style-type: none">1. Begin with Q&A about real life experiences with types of soil. Example questions might be:<ul style="list-style-type: none">-what type of soil is there in the schoolyard?-what causes erosion?-what types of soil can you name?2. Show the samples of soil to the classroom and ask them to touch the samples and try to name them. At the end tell the types of soils that the learners will study in the lesson.3. Create groups of 3. Give each group some soil from each type to study with.4. The learners study with the samples by touching and fill in the observation sheet with their conclusions. They describe the differences from the aspects of colour, texture, and particle size.5. Groups share their observations with each other and the sheets are completed. |



6. Give each group 3 beaks, 3 containers, a bottle of water, 3 funnels, a timer. Explain them how to conduct the experiment to see water retaining capacity of each type.

7. The learners conduct their experiment and fill in the experiment sheet.

8. After the experiments are completed, hold a classroom discussion on the conclusions of the groups.

9. At the end, depending on the learners' background knowledge, ask them which type of soil is the best to grow tomatoes.

10. The learners choose the best type in groups and explain their reasons.

11. Each group plants tomato seeds in the type of soil they think is the best as a follow-up project. They keep track of their seed's growing process and at the end, the class will see which soil is the best for such crops and they will make deductions about their experiments.

Further
Materials
Suggestions for
the teachers
and trainers

Instead of explaining the learners how to do the experiment, you can ask them to design their own experiment and choose the materials themselves. You can give each group a different seed in order to extend the results of the project.

5.2 ENHANCING TEACHERS' INNOVATIVE DIGITAL SKILLS



5.2.1. COOKING VIDEO

| | |
|------------|---|
| Category | Practical |
| Time Frame | 45 min - 1 h for 5 people |
| Objectives | <ul style="list-style-type: none">• To promote independence and self-confidence: By participating in the activity, young people can learn new skills and gain confidence in their ability to follow instructions, work independently, and contribute to a group project.• To foster social skills and teamwork: Cooking together can provide an opportunity for young people to interact with one another and develop social skills such as communication, cooperation, and empathy.• To promote sensory and fine motor skills: Cooking involves using a variety of senses, such as smell, taste, touch, and sight, and can help children develop their sensory skills. Additionally, handling utensils and ingredients can improve fine motor skills.• To encourage creativity and exploration: Cooking can be a fun and creative activity that allows young people to explore different flavors, textures, and cooking techniques. |

video projector, slides, kitchen, work table.

Materials

Utensils:

- 1 blender
 - 1 strainer
 - 1 big bowl
 - 1 metal whisk
 - 1 knife
 - 1 blender
 - 1 saucepan
- Ingredients: -200 g sugar -1l milk
- 3 egg yolks
 - 40g cornstarch
 - gluten free cookies -lemon peel
 - cinnamon stick

Further Materials Suggestions for the teachers and trainers

The activity involves five young people and two teachers, and aims to teach them how to cook a gluten-free homemade custard dessert.

1) The teachers start the activity by showing images of the kitchen tools that will be used for the recipe through slides. The young people are asked to identify and name each tool, which helps them become familiar with the equipment they will be using.

2) Next, the teachers show images of the ingredients that will be used in the recipe through slides. The young people are asked to identify and name each ingredient, which helps them understand the recipe and learn about the ingredients they will be using.

3) The teachers show a video demonstrating how to cook the dessert. The young people watch the video together and learn about the steps involved in making the dessert.

4) The group takes a quiz together, which is screened on a device or computer, and consists of multiple questions about the recipe. The young people are asked questions such as "What is this ingredient in the picture called?" and "What utensil is not needed for this recipe?" with three options, one of which is wrong. This helps them recall the information they learned during the presentation and solidify their knowledge.

5) Finally, the group cooks the dessert all together with the help of the teachers. The young people take turns measuring, mixing, and stirring the ingredients according to the recipe they learned. The teachers guide them through the steps and offer assistance where needed.





5.2.2. FLAMENCO PRESENTATION

| Category | Presentations |
|------------|--|
| Time Frame | 25 Mins for 15-20 People |
| Objectives | <ul style="list-style-type: none"> • Improve English: Introduce flamenco in a foreign language improves the language skills of the listeners. • Educate about the history and evolution of flamenco: Provide an overview of the history of flamenco, its origins, evolution and development over time. • Showcase different forms of flamenco: Use the video projection to showcase different forms of flamenco, such as dance, music, and singing, and explain the differences between them. • Explore the cultural and social significance of flamenco: Explain the cultural and social significance of flamenco in Spain and how it is an integral part of Spanish identity. • Provide an interactive experience: Engage the teenagers in the presentation by using interactive activities, such as quizzes or discussions, to test their knowledge and encourage their participation. |
| Materials | video projector, slides, audio |

Procedure

- 1) The presenter starts the presentation by playing a video on flamenco to capture the attention of the Spanish students.
- 2) She then begins her slides, which are written in English but also contain images to help illustrate her points. She includes videos of famous flamenco dances and dancers, explaining the origin, meaning, and different ways of flamenco as she goes along.
- 3) During the presentation, the presenter also showcases the typical instrument used in flamenco: castanets. She explains how the instruments contribute to the flamenco style and demonstrates how they are played. As an interactive element, she invites the Spanish students to try playing the instruments themselves to experience firsthand how they work and how they are used in flamenco performances. This allows the students to deepen their understanding and appreciation of the art form and to have a hands-on experience of it.
- 4) After the presentation, the girl uses a quizzes application to administer a quiz to the students. The quiz includes multiple choice questions on the material covered in the presentation, such as the history and significance of flamenco, famous flamenco dancers, and different styles of flamenco. The top 3 students who score the highest receive a prize

Further Materials Suggestions for the teachers and trainers

- Begin with an attention-grabbing introduction: Use a video, image, or a personal story to introduce the topic of flamenco and draw the students' attention.
- Use a combination of visual and audio aids: Use images, videos, and music to illustrate the different elements of flamenco and make the presentation more engaging.
- Showcase typical flamenco instruments: Display and demonstrate typical flamenco instruments, such as the guitar and castanets, to help the students understand the music and how it relates to the dance.
- Provide opportunities for interaction: Encourage the students to ask questions and participate in the presentation by offering a question and answer session or inviting them to try playing the instruments themselves.



5.2.3 PUPPETS PRESENTATION

| Category | Presentations |
|------------|---|
| Time Frame | 30 Mins for 25-30 People |
| Objectives | <ul style="list-style-type: none"> • Developing language skills: The puppet master can help improve the children's English language skills by using puppets to teach new words, phrases, and expressions. The children can learn English in a fun and interactive way by following the puppet master's lead. • Demonstrating puppetry techniques: The puppet master can showcase their expertise by demonstrating various puppetry techniques such as movement, voice, and puppet manipulation. This can help the children to understand how to bring puppets to life and make them more engaging. • Inspiring creativity: The puppet master can encourage the children to use their imagination and creativity by showing them different puppetry styles and techniques. They can also inspire the children to create their own puppets and puppet shows. • Promoting cultural exchange: The puppet master can introduce the children to different puppetry traditions from around the world. This can help them appreciate cultural differences and similarities and develop a more global perspective. |

| | |
|-----------|---|
| Materials | Video projector, slides, smartphones, puppets |
| Procedure | <p>The puppets' master gave a slide presentation on puppets, explaining their history, how they are made, and what they are. The presentation was geared towards young people, and the puppet master used his puppets during the presentation to make it more engaging.</p> <p>During the presentation the puppet master asked questions about the information on the slides and involved the young people in answering them. This helped to keep the children engaged and also encouraged them to learn and retain more information.</p> <p>At different points during the presentation, the puppet master showed examples of different types of puppets and asked the young people if they had ever seen similar puppets before. This helped to promote interaction and engagement, as the children could relate to the puppets and share their own experiences.</p> <p>The puppet master also demonstrated how to use puppets and how to manipulate them to create different movements and voices. This was done with the help of the children, who were invited to come up and try their hand at manipulating the puppets.</p> <p>Throughout the presentation, the puppet master encouraged the young people to use their creativity and imagination. He showed them how they could create their own puppets using simple materials such as socks, cardboard, and fabric.</p> |

At the end of the presentation, an online quiz was conducted using a quizzes app. The quiz consisted of questions related to the information presented during the presentation. The children were encouraged to participate in the quiz, which helped to reinforce the information they had learned and also made the learning experience more fun and interactive.

The quiz questions were designed to test the children's understanding of the different types of puppets, their history, how they are made, and other relevant information. The questions were multiple-choice or true/false, and the children could answer them on their mobile devices.

As a final statement, the puppet master emphasized the magic and importance of puppets, stating that they have the power to inspire creativity, imagination, and storytelling. He explained that puppets are not just toys, but they are tools for communication, education, and entertainment.





**Further
Materials
Suggestions for
the teachers
and trainers**

- Know your audience: Understand the age, cultural background, and interests of the children you will be presenting to, and tailor your presentation accordingly.
- Keep it engaging: Use a variety of puppets, storytelling techniques, and interactive activities to keep the children engaged and interested in the presentation.
- Provide follow-up resources: Give the children resources to continue learning about puppets after the presentation, such as puppet-making kits or recommended puppetry books or videos.
- Have fun: Enjoy the presentation yourself and let your passion for puppetry shine through. This will help the children have a positive and memorable experience.

5.3 ENHANCING TEACHERS' PROFESSIONAL SKILLS



5.3.1 YOUR VALUES - MY VALUES - OUR VALUES

| Category | Practical |
|------------|---|
| Time Frame | 30-45 Mins for 10 People |
| Objectives | <p>Your house of Values</p> <p>You have a beautiful HOUSE. The house has four guest rooms and one main ROOM. In room one lives the Ego-self guest In-room two lives the Mindself guest In-room three lives Dualityself guest In-room four lives Cravingself guest</p> <p>In the main room lives the Masterself (you)</p> <p>Every day any of these guests disturb you in one way or another.</p> <p>Value Definition</p> <p>Not everything we value holds the same amount of importance in our minds. Some values are more important than others. Finding your core and defining values isn't always easy. However, you can focus on your priorities by creating your list of values.</p> <p>Have you ever been in a situation where someone said something you strongly disagreed with but you held your tongue? When you were unable to speak up and regretted it later?</p> <p>There are certain things in life we value and prioritize. These things even define the way we lead or want to lead our lives. When we live by these personal values, we feel better about ourselves as we focus on things that matter to us most.</p> |

Why is it that personal values hold such significance in our lives? Let's find out.

The dysfunctionality of the teams is generated based on the values

These is what we have to question ourselves

MEANING OF PERSONAL VALUES

WHY ARE PERSONAL VALUES IMPORTANT?

THE ROLE OF PERSONAL VALUES IN THE EDUCATION

Meaning of Personal Values

Personal values are those beliefs we hold most dear. They can be desirable goals that motivate our actions and guide us through our lives. Values often weave into our personalities and define who we are.

They become a part of us and influence our decisions and actions. Personal values differ from person to person and are often affected by one's culture, upbringing and life experiences among other factors.

The simplest way to identify your personal values is to reflect on your personality and behaviors. Some of these values are recognized as universal rules of conduct and morality. Our lives are shaped by what values we choose to prioritize and adapt. Values aren't always visible to others; they're expressed through actions, words and behaviors.



Why are personal Values Important?

Knowing your values can help you lead a more authentic and fulfilling life. After all, they're the primary drivers behind our personality and actions. When we tap into our principles and beliefs, it gives us a chance to reinvent ourselves and aim for a better life. With increased self-assurance and confidence, it's easier to find our purpose, make decisions with greater efficiency and navigate challenging situations. Discovering our own important personal values has the following advantages:

INCREASES SELF-AWARENESS
INFLUENCES OUR OUTCOMES
IMPROVES QUALITY OF LIFE

The Role of personal values applied to education

Recognizing, understanding and staying true to your personal values are some of the most admirable qualities of a teacher/student. The people, their culture and the underlying values drive a workplace. When your values align with the organization, it helps you guide your choices and actions. Values become the crux of better understanding and can help you avoid misunderstandings and conflict. In short, personal values in the workplace inform our behaviour and set us up for greater job satisfaction. Here are some of its other benefits:

HELPS YOU GAIN SELF-RESPECT
HELPS YOU BE CLEAR ABOUT YOUR EXPECTATIONS
HELPS YOU IN DECISION-MAKING
HELPS YOU STAY MOTIVATED, FOCUSED AND ENGAGED
HELPS YOU ENJOY YOUR LIFE


Materials

[A4 Template download it by clicking here...](#)

| | |
|--|---|
| <p>Procedure</p> | <p>This how you start</p> <p>You have a pack of ten values. You have to order them from left to right in order of importance.</p> <p>Step 1:</p> <p>You are on a team of 4 four; explain to your team the order of your values they why. You listen to the team's explanations as well.</p> <p>Extract conclusions from the different path Values in the table and notice the other value orders and the why.</p> <p>Step 2:</p> <p>Push up two values you think you have in place right now. Reflect on this.</p> <p>Step 3:</p> <p>Push down two values you are missing in your actual working context. Reflect on this.</p> <p>Step 4:</p> <p>You are setting up a team of four for a project. Define the project, for example, as a new innovative education system or way of teaching a lesson. Define the basic concept, what, who, why.</p> <p>Define the values of the team matching your values.</p> <p>The closing of the exercise</p> <p>Make a retrospective about the values experience.</p> |
| <p>Further Materials Suggestions for the teachers and trainers</p> | <p>Create a map of values with the students.</p> |

5.3.2. THE GLOBE TEATHER

| Category | Practical |
|------------|--|
| Time Frame | 30-45 Mins for 10 People |
| Objectives | <p>Teaching from the back of the room</p> <p>The raising of the Industrial Revolution gave origin to the educational system to create products. Then it came to the era of consumption, and education is focused on developing services. Creativity and innovation are where we are now in education. None of the previous models applies any longer, and teachers became facilitators of content creation, empowering their students to co-create knowledge and develop new skills. The paradigm to understand and accept is one way the students have a different world mindset- as any new generation had at its time- and teachers need new tools to stimulate this new co-creation of content. The content is created once and put to another use, merged, combined, and transformed many times. Digital transformation has accelerated the technology implementation in several formats and software but not the mindset and needed skills. They run at different speeds.</p> <p>There is a critical thing in the time we live the human dimension of learning to facilitate the co-creation of knowledge. We need to focus on that to support the human side of the cross-fertilization and collaboration among students. Exclusion is at any school class. Knowing each other will cooperate and generate trust, and co-creation can happen. Using new methodologies and frameworks from business and research fields is a must. The lesson implemented Agile, LEGO® Serious Play®, Liberating Structures, Games and Design Thinking.</p> <p>A combination of all at once became a powerful tool to rethink education.</p> |

| | |
|-----------|--|
| Materials | A4 Paper, Lego  , bricks |
| Procedure | <p>The Globe Theatre</p> <p>The activity was originally designed for teaching reading, writing and comprehension for students B1.</p> <p>The teacher shows the video in the classroom, and she generates 20 questions the students must answer. In this way, she can evaluate the students.</p> <p>It is a good approach. However, we question the following:</p> <ol style="list-style-type: none"> 1. What if the students can formulate the question? 2. Are these questions the same as those of the teacher? 3. What are their topics of interest? 4. What if they play LEGO[®] in building the question? <p>This how you start Here is how we changed the knowledge co-creation</p> <ol style="list-style-type: none"> 1. Create a WhatsApp/Telegram group and send the video to the students. You can send it the day before to address the Flip classroom concept. Nevertheless, you sent it again on the teaching day. 2. Ask them to build with LEGO[®] at least one question 3. Bring all the questions written with the model and create a landscape. 4. You can ask them to answer the questions or instead raise the level of the conversation by implementing point 5. Cluster the models and ask what subjects the questions cover. |

Indeed, some of the questions are the teachers' questions, but many new ones will appear. Questions of their interest, so you win an engagement.

A very fresh Agile concept is by allowing the students to generate the questions, you trigger their interest in the subject. Imagine they are working on a project by enabling them to select the activity/task they want to perform (instead of assigning it), they get committed, then it generates accountability therefore they deliver. The questions are the task.

By clustering the information, you define the Sprints order since each set of questions has a different significant value.

The findings are these:

Clustered Questions refer to

What causes the fire?

What about the wooden structure construction?

Where was the location of the theatre?

Were women allow performing the Shakespeare piece Romeo and Juliet?

What influence Greek mythology had on Shakespeare?

Who and How people were transported to the theatre?

The Plague and the Puritans what is the connection?

Based on these clustered models, you initiate a new conversation instead of answering the questions.

What Fire regulations were available then, and how are they different from now?

What about the sustainability of the wooden structure?

Does it apply any rules to constructions? Who were the builders compared with today?

Location impact at that time and now in terms of tourism development and income-generating for different businesses? Was it the only theatre?

If the answer is NO, then exclusion was performed in the 16th century; what do you think about women or any exclusion today? Do you have experience in the classroom?

Greek mythology is 3.500 years old; what do you know about it?

How many Master painters like Tiziano and others painted the Mythology?

What kind of services were available, and who has the permissions?

What was the impact of the Plague compared with the Corona Pandemic?

As the final step, ask each participant what could be their 15% contribution they could implement to overcome the Fear. Please write it down in a post-it closer to the Monster.

The closing of the exercise

Make a retrospective of the activity and you will discover new ways of learning.





**Further
Materials
Suggestions for
the teachers and
trainers**

You want to know more

Shakespeare in Love, do not miss!!!!

Shakespeare in Love is a 1998 romantic period comedy-drama film directed by John Madden, written by Marc Norman and playwright Tom Stoppard, and produced by Harvey Weinstein. It stars Gwyneth Paltrow, Joseph Fiennes, Geoffrey Rush, Colin Firth, Ben Affleck and Judi Dench.

The film depicts a fictional love affair involving playwright William Shakespeare (Joseph Fiennes) and Viola de Lesseps (Gwyneth Paltrow) while Shakespeare was writing Romeo and Juliet. Several characters are based on historical figures, and many of the characters, lines, and plot devices allude to Shakespeare's plays.

Shakespeare in Love received acclaim from critics and was a box office success, grossing \$289.3 million worldwide and was the ninth highest-grossing film of 1998. The film received numerous accolades, including seven Oscars at the 71st Academy Awards, including Best Picture, Best Actress (Gwyneth Paltrow), Best Supporting Actress (Judi Dench), and Best Screenplay Written Directly for the Screen.

5.3.3. SGD 4.7 UNESCO

| | |
|------------|--|
| Category | Practical |
| Time Frame | 30-45 Mins for 10 People |
| Objective | <p>Education for Sustainable Development (ESD) is a key element of the 2030 Agenda for Sustainable Development. Its aims form one of the targets of the Sustainable Development Goal on education SDG 4.7 and it is considered a driver for the achievements of all 17 SDGs. ESD empowers everyone to make informed decisions in favour of environmental integrity, economic viability and a just society for present and future generations. It aims to provide the knowledge, skills, attitudes and values necessary to address sustainable development challenges.</p> <p>Complementary to the UNESCO guidance document - Education for Sustainable Development Goals Learning Objectives, this resource bank has been designed for educators, education planners and practitioners. It offers hundreds of pedagogical ideas for classroom activities and multimedia resources detailing how best to integrate ESD into teaching and learning, from early childhood care through secondary education.</p> |
| Materials | A4 Paper, Pencil |



Example of exercise

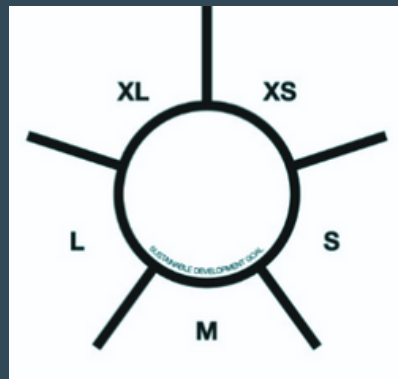
There is plenty of literature on SGD.

What we miss somehow are practical exercises with real applicability in daily life.

To inspire, we include one downloadable template in pdf format and a video example of one possible activity.

Eager to know about yours.

This how you start



Procedure

The closing of the exercise

Ask the student to design a practical case and implemented in the classroom.

As an example, see: <https://www.smore.com/7z254>

Further
Materials

Suggestions for
the teachers and
trainers

Look for videos about sustainability, regeneration, climate change.



5.3.4. INTUITION MAP

| | |
|------------|--|
| Category | Practicals |
| Time Frame | 30-45 Mins for 10 People |
| Objectives | <p>Generally speaking, there is a perception that learning only consists of assimilating a series of concepts, statements and formulas in the head to the point of acquiring mastery over them to be able to apply them to the real world. But how many times have we scrutinized all the information we are given? Do we ever reflect on whether what we are given is true, beautiful or morally correct? How do we instil in students the ability to think critically in an era in which misleading messages, misinformation or junk content proliferate throughout the network?</p> <p>It involves getting students, children and young people to ask themselves questions at a deeper level to unravel the ideological, technological and cultural complexity that clouds our world. It is essential to learn the multiplication tables or to know the periodic table's chemical elements and to develop a creative, open, responsible mind, ready to respond to the significant challenges facing humanity today.</p> <p>Schools are "social structures in charge of watching over human development" because "There are many 'bits of intelligence' in each person, unique powers that each of us has in our head to develop".</p> <p>To understand how they feel, what they see, what they hear and how their education impacts them, we have created this Intuition Map.</p> |
| Materials | Template, post it |

Procedure

The designed template derives from the empathy map concept used in service business design.

We noticed teachers needed a more clear tool to extract the emotions experienced by their students while learning a lesson or working in teams.

Two ways of using it:

1. You are working on Project Base Learning (PBL), and then in the middle of the project, ask them to fill in the template with post-its.

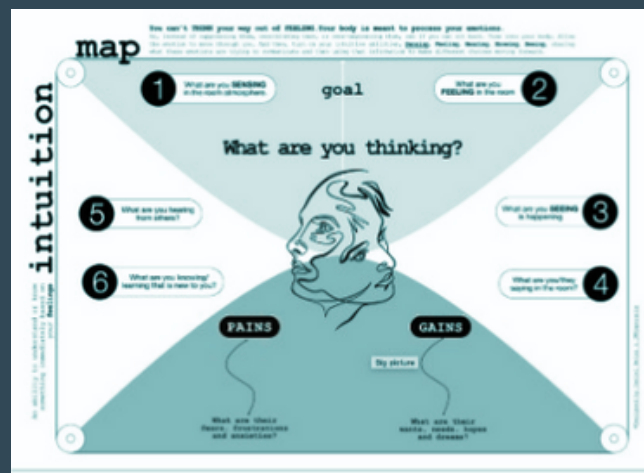
You will be amazed by their reflections.

You will sense the need for NON-Violent Communication (NVC) activities or the implementation of liberating structures such as Drawing Monsters.

2. You can leave it permanently in the classroom, and they can post how they feel daily. Understanding them will contribute to their empowerment and create a safe learning environment.

Debrief with the students the content! Post-it

Final tip: teach them a Post-it is filled in CAPITAL Letters and one concept per Post-it



Further Materials Suggestions for the teachers and trainers

Create you intuition map with your students based in this model.

[If not download from here the template](#)

5.3.5 HEARD- SEEN -RESPECTED

| | |
|------------|--|
| Category | Practical |
| Time Frame | 30-45 Mins for 10 People |
| Objectives | <p>Let's start with this</p> <p>On many days and sometimes in family situations, we feel we are not Heard-SEEN-Respected. You can't imagine how many situations of HSR and how they impact organisations and our daily life. The background image represents the concept, connections, and interconnections we need to handle every emotional day some stronger than others.</p> <p>Some people believe Pain + Surrender = Expansion.</p> <p>One of the gifts that difficult experiences give us is that it brings us to the edge of our current capacities to navigate something.</p> <p>And when this happens, we can either contract and resist or let go and surrender.</p> <p>When we do that, we find another way to work with something more spacious and not dependent on our ego structure always being in control.</p> <p>Here are three steps to do this:</p> <ol style="list-style-type: none">1. Ask: What do I know to be true right now that I don't want to accept?2. Feel your body tensing around this truth and invite it to soften. |





| | |
|------------------|--|
| <p>Procedure</p> | <p>Five Structural Elements - Min Specs</p> <ol style="list-style-type: none"> 1. Structuring Invitation Invite participants to tell a story to a partner about a time when they felt that they were not heard, seen, or respected. Ask the listeners to avoid any interruptions other than asking questions like "What else?" or "What happened next?" 2. How Space Is Arranged and Materials Needed Chairs facing each other, a few inches between knees No tables 3. How Participation Is Distributed Everyone has an equal amount of time, in turn, to participate in each role, as a storyteller and a listener 4. How Groups Are Configured In pairs for the storytelling Then foursomes for reflecting on what happened 5. Sequence of Steps and Time Allocation Introduce the purpose of HSR: to practice listening without trying to fix anything or make any judgments. 3 min. One at a time, each person has 7 minutes to share a story about NOT being heard, seen, or respected. 15 min. Partners share with one another the experiences of listening and storytelling: "What did it feel like to tell my story, what did it feel like to listen to your story?" 5 min. In a foursome, participants share reflections using 1-2-4, asking, "What patterns are revealed in the stories? What importance do you assign to the pattern?" 5 min. As a whole group, participants reflect on the questions, "How could HSR be used to address challenges revealed by the patterns? What other Liberating Structures could be used?" 5 min. |
| <p>Materials</p> | <p>Chairs in pairs</p> |

WHY? Purposes

Reveal how common it is for people to experience not being Heard, Seen, or Respected
Reveal how common it is for people to behave in a way that makes other people feel they are not being Heard, Seen, or Respected

Improve listening, tuning, and empathy among teachers/students

Notice how much can be accomplished simply by listening

Rely on each other more when facing confusing or new situations
Offer catharsis and healing after strains in relationships

Help Teachers/Students discern when listening is more effective than trying to solve a problem

Tips and Traps (for introducing HSR)

Say, "Your partner may be ready before you. The first story that pops into mind is often the best."

Make it safe by saying, "You may not want to pick the most painful story that comes to mind." Make it safe by saying, "Protect carefully the privacy of the storyteller. Ask what parts, if any, you can share with others."

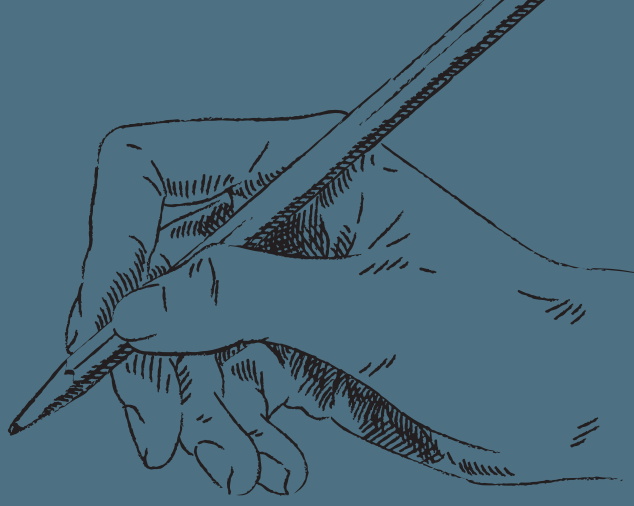
Suggest, "When you are the listener, notice when you form a judgment (about what is right or wrong) or when you get an idea about how you can help, then let it go."

Riffs and Variations

If you are feeling brave, replace the word "respected" with "loved" (ie., the agape form of love seeking the highest good in others without motive for personal gain.)

Further
Materials
Suggestions
for the
teachers
and trainers





5.3.5 DRAWING MONSTERS

Drawing Monsters enables a safe space to surface and frees up options for conversations around our fears. It helps us to be aware and visible of our fears. It reveals incredible insights about issues that are difficult to talk about, and the environment of vulnerability brings a world of opportunity to people in this space. Drawing Monsters is an ideal exercise to uncover potential fears at the beginning and during any project implementation. It is suitable for adults and children, especially our children, which makes it ideal for the educational environment.

Here is the Bonus of the exercise because when you listen to the Fear situation, you do not know what to do, hear or say something, defend a position, or even worse, compare your Fears or give nonwanted advice. Do this because it works (highly recommended for teachers and parents) Place a "Critical Question" to build trust and improve your relationship with the students. Do you want to vent, or do you want advice? The question is so essential and not just for the students. It allows the other person to feel SEEN. So often, kids feel like parents lecture them with every chance they are given, and they don't love that.

You die for giving advice, but they want to vent, so let them vent.

Letting them Vent to you will open up more opportunities for them to hear and accept your advice down the road because you intentionally created that safe SPACE!



Tinydemons or monsters is a metaphor for the fears we carry on in many different situations of our lives.

The FEAR is not more than a projection in the future of a past personal experience or something someone told us and, that includes not only your family, friends but Netflix, HBO and Prime Video. When we face our FEARS, we can generate ways to work with them alone or with others.

Playful, generative conversation unfolds.

Structuring Invitation to play

1. What do we fear?
2. How can we use that fear as a way to discover what to do next?
3. To engage the ideas/skills/energy of those around us use those next steps?
4. What is it you fear about? (the focus of interaction at hand)

This how you start

1

Ask them to list the fears, worries, concerns, and uncertainties if you are addressing a project. Suppose you are handling the students; FEARS suit you best.

2

Ask them to prioritize the first four of the list.

3

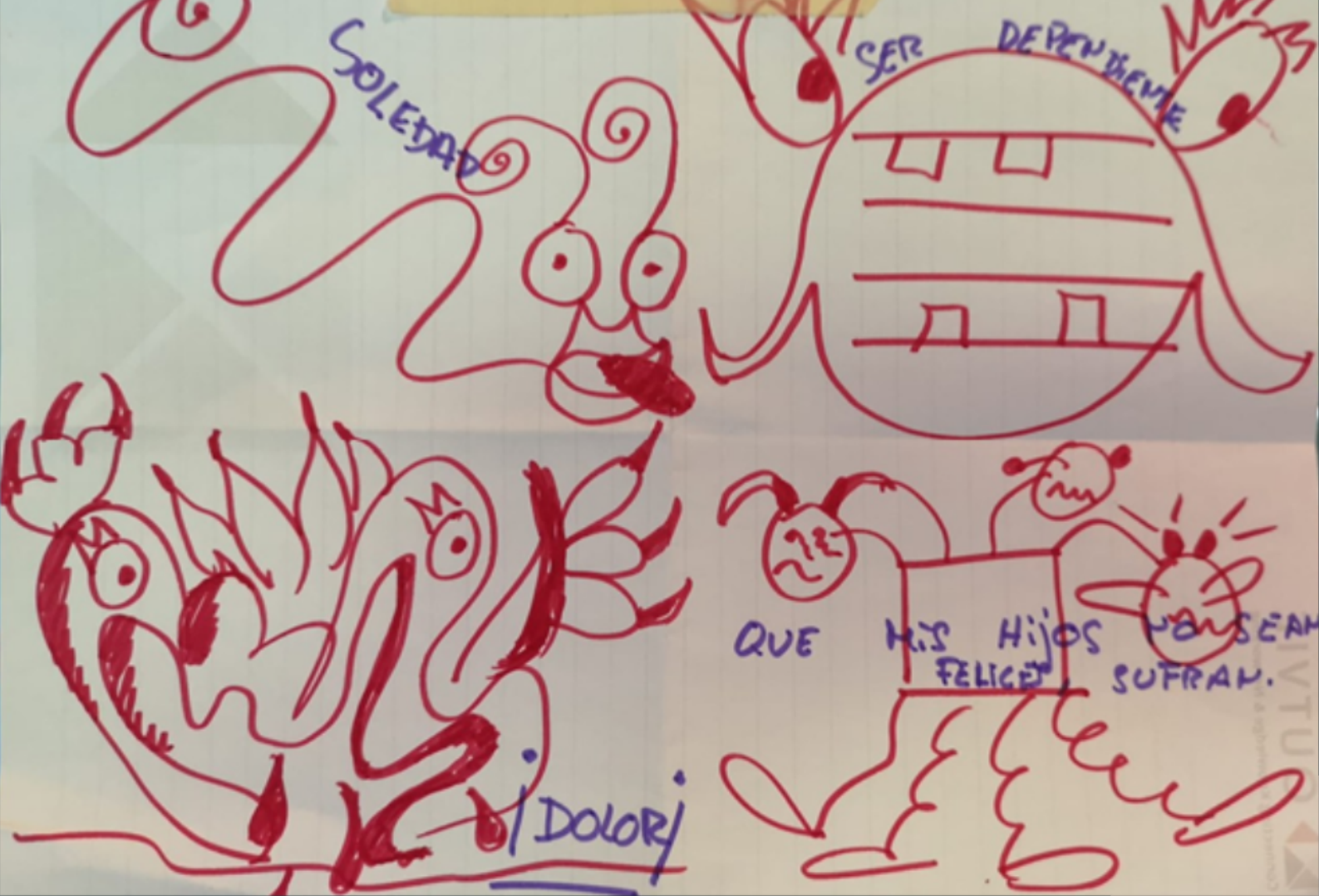
Now, you ask them to draw, dividing the white page into four quadrants.

4

To help them to visualize their monsters guide them by saying in the first right quadrant, draw two parallel lines in the right down any geometric design; in the third left down, draw whatever you like and in the upper left, draw a squiggle.

5

Ask them to add horns, eyes, teeth, wings, whatever their imagination can provide to create the Monsters.



Purpose

After the Monsters are drawn, ask them to connect with the four fears and provide a name to the Monster.

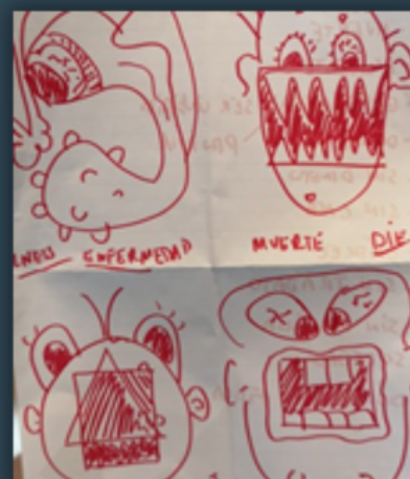
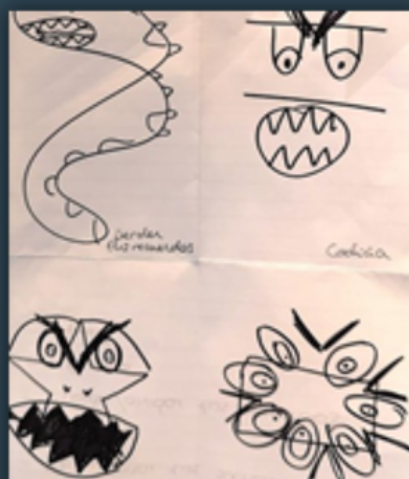
Now they are ready to share with others their fears. Allow them to talk and exchange conversations.

- Move away from blockage, negativism, and powerlessness Have people discover their individual and collective power Reveal bottom-up solutions
- Share actionable ideas and help one another Build trust
- Remember unused capacity and resources (15 per cent is always there for the taking) Reduce waste
- Close the knowing-doing gap

The gallery opening

Create the MonsterGallery so they are exposed to everyone.

As the final step, ask each participant what could be their 15% contribution they could implement to overcome the Fear. Please write it down in a post-it closer to the Monster.



The closing of the exercise

You made them all aware of the FEAR atmosphere, and by summing up the 15%, you re-energize the teams, students or yourself.

Drawing Monster is one of the Liberating Structures used in organisations to align teams. We adapted to the educational environment.

The Monsters used in the SMORE were created by Spanish, Turkish, Italian and Bulgarian teachers in Amsterdam participating in the ENCITS workshop İlçe Milli Eğitim Müdürlüğü, Iznik Turkey Agreement no 2020-1-TR01-KA201-092704

5.4 ENHANCING TEACHERS' EMOTIONAL, INTERPERSONAL AND RELATIONAL SKILLS



5.4.1 CLIL LESSON: VOLCANOES

| | |
|------------|--|
| Category | Practical |
| Time Frame | 60 Minutes 23 students |
| Objectives | <p>The students will:</p> <ol style="list-style-type: none">1. become familiar with the processes involved in volcanic eruptions;2. become familiar with the way eruption types form volcanic cones;3. become familiar with the differences in magma viscosity and how it relates to eruption explosiveness. |
| Materials | <p>Glass jar 9/10 filled with honey small cork Small steel ball (steel marble) modeling clay, playdough, or art clay popsicle sticks for shaping cones wax paper tag board colored markers lim (interactive whiteboard) computer mobile phonespens, worksheets wordwall kahoot</p> |



Procedure

The lesson begins with an interactive brainstorming using the app "Mentimeter". The teacher asks students the following question: "What words come to mind when you hear the term Volcano?". Students answer with three terms. When all students answer, a word cloud is generated. Then, they watch a video about volcanoes. After the video, they answer questions about volcanoes (link: <https://youtu.be/WgktM2luLok>). After the video, the teacher introduces a power point about volcanoes and a scientific vocabulary about volcanoes, both of which have been given to students at home so they can answer some questions.

Now the teacher introduces them a specific vocabulary and proposes an interactive exercise in groups. The students use their phones for an interactive exercise about volcano vocabularies. "Labelled diagram" with the wordwall app. They have the link on their classroom, they click on the link and begin the exercise. The parts of the volcano are labeled, and they drag and drop pins to their correct place on the image. You know the app because you use it; you know that at the end, there will be a score, time, and ranking. Another exercise is volcano vocabularies: Drag and drop each keyword next to its definition. At the end, the students work in groups, and every group creates its own dictionary of volcano vocabularies. The teacher gives billboards, and they create a dictionary. Then she gives them some papers, on which there are some terms about volcanoes. They cut them out and then match them with the correct words. At the end of the lesson, the class, with the teacher's help, does an experiment about volcano eruption.



Further
Materials
Suggestions
for the
teachers
and trainers

With this methodology Content and Language Integrated Learning (CLIL) the foreign language becomes the means of learning content. Students feel more motivated to learn the language because they are actually doing something with it, rather than dealing in some of the rather tired phrases and topics that old-fashioned language lessons tend to turn up. The focus is on language acquisition rather than enforced learning, i.e. building up language competency through using it to explore and discuss curriculum topics, leading to more natural and sophisticated communicative skills over time

5.4.2 PLAYING WITH SCRATCH

| | |
|------------|--|
| Category | Creation of an interactive story and animation. |
| Time Frame | Lower secondary school- first class/ 30 minutes |
| Objectives | <p>The purpose of the lesson is to develop logical skills and problem solving skills in a creative way through coding programming in a playful context.</p> <p>The lesson is based on: interactive activity. Learning object:</p> <ul style="list-style-type: none">• learn coding basics;• learn to program with a graphical programming language (Scratch 3.0);• learn computational thinking <p>interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media; exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.</p> <p>In the lesson an interactive story with animations was created, which directly involved the pupils.</p> <p>While writing programs using Scratch, students learn important strategies for solving problems, creating projects and communicating their ideas.</p> <p>Methods and techniques used:</p> <ul style="list-style-type: none">• Scratch• Peer to peer• Cooperative learning |

| | |
|-----------|--|
| | <ul style="list-style-type: none"> • Flipped classroom • Learning by doing • Blended learning • <p>The teacher assessed the following skills:</p> <ul style="list-style-type: none"> • problem solving; • creative thinking; • critical thinking; • interpersonal relationship skills. • Peer/self assessment • Assessment rubric |
| Materials | <ul style="list-style-type: none"> • Lim (interactive whiteboard) • Personal computer (PC) • Textbook • Video • Slide • WEB • Sito scratch: <p>https://scratch.mit.edu/</p> |
| Procedure | <p>After introducing coding and computational thinking, the teacher explains with a power point which are the basic tools to use the Scratch program.</p> <p>With Scratch you can program interactive stories, games and animations, and you can share your creations with other members of the community. Scratch teaches young people to think creatively, think systematically and work collaboratively.</p> <p>It is an interesting and simple programming environment that uses a graphical and usual block language.</p> |

SCRATCH



| | |
|--|--|
| | <p>During the lesson, the teacher explains how to access the development environment of Scratch from the web.</p> <p>The four different areas of the Scratch interface (stage, background area, block area, script area) are then explained in detail.</p> <p>In the second part of the lesson the pupils become actors.</p> <p>They are involved in an exercise activity during which they apply the indications given by the teacher to produce a project that consists of an interactive story that directly involves them.</p> <p>In this lesson, students create original stories that include text, drawings, photos, animation, audio, and video.</p> |
| <p>Further Materials Suggestions for the teachers and trainers</p> | <p>Enhance current teaching strategies, provide real-world scenarios to help students learn, learn skills used in real-world situations (negotiation, debate, teamwork, cooperation, persuasion), provide opportunities for critical observation of peers.</p> |



| Category | Practical |
|------------|---|
| Time Frame | Lower Secondary School - First Class/30 Minutes |
| Objectives | <p>The aim of the lesson is investigate the strategic role of physical prototyping in design, from concept to application, in a context characterized by the increasingly widespread presence of digital technologies and virtual prototypes. Starting from the identification of a prototype, the lesson proposes a critical overview of the elements that characterize prototyping activities in the fields of education, research and technological transfer.</p> <p>Students reinforces abilities to concentrate to spatial relationship through the act of manipulating tiles (spatial relation skills), and they acquire new computer skills.</p> <p>The purpose of the lesson is to make students recognize the main technological systems in the environment around them.</p> <p>The laboratory activity involves the creation of a prototype of an object of common use, in the particular case of a bowl container.</p> |

| | |
|-----------|---|
| | <p>With the proposed activity we want to introduce students to the tools and tools for drawing, to create geometric constructions.</p> <p>The skills that students will have to develop are: conceiving and designing papers; disassemble and reassemble simple objects.</p> <p>Frontal lesson with the use of ICT and laboratory teaching are necessary. The pupils' commitment, creativity and spirit of initiative were evaluated.</p> |
| Materials | <ul style="list-style-type: none"> • Lim (interactive whiteboard) • Personal computer (PC) • Programs for Drawing, • the cardboard, scissors, glue and colors. |
| Procedure | <p>The teacher introduces the lesson by showing the real object through the lim, that is the bowl designed and created by the designer Giorgio Munari.</p> <p>Before starting the presentation, the teacher gives a brief introduction of the famous Italian architect and designer Bruno Munari, creator of the bowl.</p> <p>During the presentation of the bowl the teacher ask questions about the information on the slides and involved the young people in answering them. This helped to keep the children engaged and also encouraged them to learn and retain more information.</p> <p>The lesson continues with the description of the final purpose of the activity, which consists in the design and construction of a bowl using commonly used materials.</p> <p>Subsequently, the teacher, using the PC connected to the Lim and a program dedicated to drawing, guides the students in the procedure to be followed and at the same time responds to the students' requests, especially regarding the correctness of the execution of the drawing. We continue with the drawing of the geometric figures required for the construction of the base of this object: square, octagon, hexagon, decomposing the chosen figures.</p> |

After completing the basic drawing, the students proceed to coloring and decorating using colored pencils. Finally, with the help of glue and scissors they build their bowl, obtaining a personalized bowl.



6

ENCITS

MULTIPLIER EVENT IN BULGARIA



Transnational project meeting Multiplier event Pazardzhik, Bulgaria 29th - 30th April 2023

Multiplier event of project results was held at Plenar Hall, Municipality of Pazardzhik, organized by Regional Department of Education – Pazardzhik. The event began with a welcome from the Bulgarian host members. Twenty one teachers from Bulgaria, Spain, Turkiye and Italy shared their knowledge and experience gained in participation in ENCITS project with 75 Bulgarian teachers



Festive and traditional concert by educational institutions and Ensemble for Folk Songs and Dances, Pazardzhik was prepared for the guests





Transnational project meeting was held in Nesho Bonchev Secondary school, associative partner of Regional Department of Education - Pazardzhik. Students welcomed the participants and presented Bulgaria in pictures, music, food traditions and dances. In the afternoon all participants discussed project next steps, deadlines, challenges and opportunities, financial issues



7

ENCITS

ANNEX



ANNEX

Please click and reach the presentations.

[Turkey - Assessment and Research Skills](#)

[The Netherlands - Professional Skills](#)

[Spain - Digital Skills](#)

[Italy - Emotional Skills](#)

[Bulgaria - Multiplier Event](#)





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