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ΙΝΣΤΙΤΟΥΤΟ ΕΚΠΑΙΔΕΥΤΙΚΗΣ ΠΟΛΙΤΙΚΗΣ

ELLINOGERMANIKI AGOGI

Open Schools for Open Societies

EUROPEAN DISTANCE AND E-LEARNING NETWORK

Open Classroom 2017

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Open Schools for Open Societies

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Preface

The Open Schools for Open Societies Conference 2017 was held in Athens at the premises of Ellinogermaniki Agogi between 20th and 21st of October 2017.

The aim of the conference was to introduce and discuss the notion of the "Open School". A school that effectively introduces innovations in education is an engaging environment not only for the students and teachers, but is also re-designs learning to accommodate and include difference and brings together families, community groups, local businesses, experts, universities and other stakeholders into an innovation ecosystem. Our schools should be incubators of exploration and invention; they should be accelerators of innovation; they should promote Openess at all levels. School leaders should set a vision for creating learning experiences that provide the right tools and supports for all learners to thrive. Teachers should be collaborators in learning, seeking new knowledge and constantly acquiring new skills alongside their students.

A holistic approach to innovation is needed.

It is important to foster collaboration between formal, non-formal and informal education providers, enterprises and civil society in order to integrate the concept of open schooling into science education.

The Open School for Open Societies (OSOS) project proposes a powerful framework for school heads to engage, discuss and explore: how schools need to evolve, transform and reinvent; how schools facilitate open, more effective and efficient co-design, co-creation, and use of educational content (both from formal and informal providers), tools and services for personalized science learning and teaching; how schools can become innovation incubators and accelerators. The main aim of the OSOS approach is to describe and implement at scale a process that facilitates the transformation of schools into innovative ecosystems, acting as shared sites of science learning in which leaders, teachers, students and the local community share responsibility, over which they share authority, and from which they all benefit through the increase of their communities' science capital and the development of responsible citizenship.

This volume includes the abstracts of the papers presented throughout EDEN's Open Classroom Conference 2017 "Open Schools for Open Societies".

Implementing self-regulated learning in primary schools across Europe: the tMAIL project

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Keywords

Self-regulated learning, Primary education, Mobile learning, Teacher training

Abstract

tMAIL, a European project co-funded by Erasmus+, developed and tested a mobile application and monitoring platforms supporting policy, teacher education, and primary school teachers in implementing classroom practices that stimulate students' self-regulated learning (SRL). There is a large body of evidence on the importance of SRL, due to its positive impact on student success within and outside schools. Still, the evidence-based support for these essential learning-to-learn skills remains to be fully integrated within primary school practices. Different barriers exist, from policy, teacher education to teacher level. These multi-levelled challenges impede the accurate implementation of related SRL policies. Policy lacks the respective tools to enable translation and impact monitoring into practice. Teacher educators struggle with differentiating their instruction towards teachers' needs, whilst effectively integrating digital learning practices. Lastly, teachers lack the necessary beliefs, skills, and tools to accurately support students' SRL. tMAIL address the needs of these different target groups through the provision of a mobile teacher training app. It delivers a personalized training course on SRL for in-service primary school teachers. Data generated through the mobile app are processed through learning analytics and semantics. This approach, in support of data-driven teacher education, enables the personalization of teachers' learning, ultimately facilitating evidence-based policy making pathways. The mobile training app and associated feedback loops were piloted and evaluated in Belgium, UK, and Spain. Both quantitative and qualitative data were collected. Results show a positive impact of the tMAIL mobile training on teachers' SRL knowledge and SRL classroom practices. The paper will present the project's main results, conclusions and recommendations.

Greek Model Experimental Schools. To Good to last? An attempt to evaluate.

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Keywords

Model Experimental Schools, evaluation, educational policy impact to Greek society

Abstract

Since 2011 the Greek Ministry of Education introduced law 3966, instituting thus the Model Experimental Schools. New policies were applied to these special schools that differentiate them from other types of schools. The major changes were towards personnel recruitment, as for the very first time in Greek Public Education, teachers were recruited after evaluation and interview, and students were joined these schools after national exams, too.

On the other hand, some of the innovative educational methods implemented were the excellence groups instituted for the very first time in Greek public schools, participation in European programs (e.g. ERASMUS+) and open-to-society educational programs. Additionally, ICT was strongly introduced in learning procedure, teachers were encouraged to participate in highly rated in-service training courses and a serious number of Conferences were organized nationally.

Despite, these remarkable educational achievements, on 2016 the government decided to make some serious changes in the law causing thus fatal setbacks to schools' project plans. In many experimental schools the five-year educational plan, which was planned according to 3966 law, was brutally interrupted, as this type of schools actually didn't exist anymore! As the initial plan was predicting a major evaluation after a five-year period, these crucial law changes canceled any type of evaluation, almost two years before the end of this period. Eventually, teachers were no more interested in producing and introducing innovation in their classrooms.

In this paper, we are trying to record the changes caused to the number and quality of educational activities (excellence groups, educational programs, innovative teaching methods) after these major law changes. We detected a dramatic decrease in the number of activities and exceptional disappointment to highly qualified teachers and educators. So we are questioning ourselves: Were Model Experimental Schools too good to be Greek, or these changes were too Greek to be true?

STORIES OF TOMORROW: Students Visions on the Future of Space Exploration

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Keywords

Deeper learning approaches in STEAM

Abstract

STORIES is a project that aims to contribute to a dynamic future of children's ebooks evolution by

- developing user-friendly interfaces for young students (10-12 years old) to create their own multi-path stories about missions to and on Mars expressing their imagination and creativity
- integrating the latest AR, VR and 3D printing technologies to visualize their stories in numerous innovative ways

In the heart of this intervention lies the vision for integrated curricula and deeper learning outcomes. The project offers these innovations through a single environment, the STORIES Storytelling Platform which is the place for students' artistic expression and scientific inquiry at the same time. The creations of the students (paintings, models, dioramas and constructions, 3D objects and landscapes, animations, science videos and science theatre plays) are captured and integrated in the form of interactive ebooks. The advanced interfaces enable students to augment characters, buildings, greenhouses and different 3D geometrical structures on a tablet or their computer and inspect their work using a mobile device. The outcome of their work is detected and tracked, and the video stream will be augmented with an animated 3D version of the character or the artefact. The platform will be tested in real settings in Germany, Greece, Portugal, France, Finland and Japan, involving 60 teachers and 3000 students (5th and 6th grade). To achieve this, the project is developing a novel cooperation between creative industries and electronic publishing, educational research institutions in the field of STEM, schools and informal learning centres.

Open Discovery of Stem Laboratories: The use of MOOCS in class

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Keywords

MOOCS in class

Abstract

The ODL project grounds on student's active learning through inquiry-based science instruction and exploitation of remote/virtual STEM laboratories. ODL methodology incorporates four key innovations: the use of micro-MOOCs and ICT-based educational instruments; the incorporation of remote/virtual laboratories, as didactical instrument for practice-based learning; a structured educational model to help students to explore and evaluate their learning; and finally, by the deployment of practical exercises, evaluation tests, students will take control and awareness of their learning.

Using remote and virtual labs for inquiry learning science is the starting point for the schools' interaction with society

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Keywords

Inquiry learning scenarios; responsible, research, innovation

Abstract

Teaching science in primary school is a creativity preparation for the cultivation of students' scientific skills in the way of critical thinking, to acquire an important role in the development of the various sectors of human activity. Primary education sets the bases for developing positive attitudes and incentives to study science in secondary education. On the other hand, following challenges of priorities set by the European Commission, school has to include innovative activities for transforming itself in an Open School in interaction with society. This means that teaching science does not stand in inquiry learning activities in classroom, but it has to highlight the importance of science, research and innovation to young peoples' lives and prepare them to become citizens that are more responsible.

Related to ways of cultivation scientific skills to primary students, on the first part of this paper presents the using of virtual and remote laboratories in inquiry learning scenarios, created with the web based authoring environment of Next Lab European project. The Next-Lab Project (Next Generation Stakeholders and Next Level Ecosystem for Collaborative Science Education with Online Labs) continuing the success of Go-Lab initiative is a European research project focusing on the introduction of inquiry-based science education (IBSE) in schools through remote and virtual labs. The presentation of the examples of light pollution and earthquakes as ILSs aims to promote innovative and interactive learning process for primary teachers.

For assessment, the results of the implementation of these ILSs to primary students I use as supportive tool the summative form https://sisu.ut.ee/sites/default/files/ark/files/teacher_assessment_form.pdf for teachers included in recourses of Ark of Inquiry project.

Finally, following the key objectives of the Open School model, the second part of the paper presents proposals of how these ILSs could be extend to outdoor activities. In that, way students take a role of scientist in the classroom, but also they try to tap into their natural and innate curiosity about the living world by doing activities in collaboration with local communities. Starting of motivate students in science in classroom by doing science through inquiry learning cycle, we could organize actions for bringing students closer to the real needs of their communities, and exploring how they make decisions and provide solutions for their real world.

Responsible research innovation for including them in an Open School model is not only for secondary and high schools but also for primary. A message for primary teachers is to encourage observing, making hypotheses, experimenting, exploring, problem solving, and making conclusions! Nevertheless, create curiosity, create passion, and create many opportunities for students to bring their scientific knowledge and skills of what they can do in their living community and how they could achieve these.

Creativity, Experiment, Research, Novelty (CERN) in the "Playing with protons" program

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Keywords

CERN, creativity, experiment, research, innovation

Abstract

In the recent decades the trend of combinational teaching of Science, Technology, Engineering and Mathematics, the so-called STEM (Science, Technology, Engineering, Mathematics), has appeared. By implementing STEM through projects in education, students acquire critical thinking skills, are involved in the process of solving authentic problems, and learn to collaborate in teamwork. Very recently, arts have also been incorporated into the STEM teaching, making these projects even more creative and interesting. As a result, the STEM acronym is now becoming STEAM. STEAM is an educational, interdisciplinary and interscientific approach that aims to promote research spirit, logical thinking and social skills. Emphasis is placed on empirical and exploratory-discovery learning, autonomy and active participation of students, through trial and errors, in a series of interactive projects that incorporate the five fields of STEAM. The acquisition of basic skills through STEAM projects, prepares young people for the future, as STEAM learning is framed in the daily life of young people outside the classroom.

This presentation will feature ″Playing with protons″, a science education program that encourages the implementation of STEAM projects and is organized by the CMS experiment, one of CERN's Large Hadron Accelerator (LHC) particle physics experiments. It is a pioneering CERN project that teaches basic concepts of physics and particle physics particularly to primary school students. The basic idea of this program is that the concepts of modern physics and science in general, can be taught through playful processes and methods. The aim of the program is to familiarize teachers with modern physics so that they can successfully transfer their experience and knowledge to both their students and their colleagues.

During the academic year 2016-17, I had the opportunity to participate in this program as a French language and a flexible zone teacher

in the 2nd and 6th, as well as the 4th Primary School of Artemida. Throughout the program, students were involved in various creative activities that revolved around three thematic axes: the history of the universe, the structure of matter, and CERN. In particular, students performed artistic activities, constructions and general explorations of objects. They simulated physics experiments; they created collages and digital presentations for natural scientists. In addition, they depicted the CMS detector in multiple ways, using a variety of materials and techniques, including wood, collages, Lego, three-dimensional printing, and organizing an art exhibition at CMS, etc.

At the same time, new technologies have made a significant contribution to the implementation of the projects. High technology machines, such as 3D printers, were used. It is noteworthy that the teaching proposal for CERN's 3D printing has won an Educational Innovation Award at the European Contest ″Ultimaker Education Challenge 2016″. Also, during the projects, students have used a variety of digital tools that have transformed teaching into an attractive and dynamic process. Some of the tasks undertaken and completed by the students include creating a three-dimensional (3D) story line depicting the history of particle physics from 1865 to 2015 (about 130 events), the design of various digital comics, the creation of a complete course (26 apps) on particle physics for Android-IOS devices centered on Flashcards and Games created via the Cram Web application, a quiz about the history of the Universe created with the Scratch tool as well as many more interactive exercises and games.

Furthermore, in the French language course, the CLIL method, ("Content and Language Integrated Learning"), was applied, which refers to the teaching of a scientific, non-linguistic subject in foreign language, so that the teaching of foreign language goes hand in hand with the acquisition of scientific knowledge from the field of the subject. French language teaching, according to this method, was adapted to the learning objectives and became the tool of learning sciences. The students became acquainted with the scientific French terms; they began to understand the basic concepts of the courses studied and to acquire specialized vocabulary and scientific terminology.

Finally, throughout the program, STEM content was presented in an integrated, multidisciplinary approach and was related to real-world scenarios. Activities were designed to promote students' original ideas, curiosity across situations by providing many types of projects and they were structured to support co-construction and work products. Students were encouraged to investigate questions by generating and testing hypotheses and had frequent opportunities to engage in group work, sought innovation, expressed their ideas in multiple ways. A variety of materials and techniques were used in order to move students progressively toward deeper understanding.

[The actions were carried out under the Playing with Protons program, which was organized by the Compact Muon Solenoid (CMS) experiment at the European Organization for Nuclear Research (CERN), in collaboration with the Urban Non-Profit Organization EXPLORATIONS. The Playing with Protons program was implemented in Greece in 2017, with a donation from Stavros Niarchos Foundation (ISN) and with the support of the European project CREATIONS. The program is managed by Angelos Alexopoulos, Education & Outreach Officer at the CMS experiment at CERN and Tina Nantsou, primary-school-physics at Hill Primary School].

Setting Learning on Fire through Project-Based Learning in Mathematics

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Keywords

Project-Based Learning

Abstract

Setting Learning on Fire through Project-Based Learning in Mathematics

Project-based learning involves research, inquiry, exploration, experimentation, creativity, analysis and evaluation. The process inspires diverse experiences and leads to a deeper conceptual understanding in mathematics.

Learning becomes meaningful when students are given the opportunity to design, create, self-evaluate and assess their own work. They develop critical thinking skills and become autonomous learners.

The presentation will include a poster and a short film (21.5 minutes) of ACS Middle School Student–Designed Mathematics Projects demonstrating the entire process:

- Designing and Creating their Models
- Designing the Student Rubric
- Peer and Self Evaluations
- Presentations of Projects
- Reflecting on the Process and Learning Experience

The film includes highlights of the research on Project-Based Learning and Self-Assessment from various resources.

- Constructivism
- Critical Thinking
- Individualizing and Differentiating Learning
- Independent, Flexible Learning

The processes are based on National Council of Teachers of Mathematics (NCTM) PRINCIPLES TO ACTIONS Addressing Aspect 1 the 8 MATHEMATICS TEACHING PRACTICES

The curriculum presented to students is in alignment with the COMMON CORE STANDARDS.

Film URL (youtube)

https://www.youtube.com/
watch?v=jGmiq0UZZEg

REFERENCES

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Open Discovery of Stem Laboratories: The success story of two teachers

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Keywords

MOOC , ODL platform

Abstract

Two teachers, who have participated in the ODL Teacher School that took place in Catania, Italy, in July 2017, present their experience. During the training they had to work in an international team and to create and to upload their MOOC on the ODL platform. Their team's MOOC was the winning one among those created during the training. Their presentation includes the "behind the scenes" of the creation of their MOOC and the winning MOOC as presented on the ODL platform.

Mobile Units for Refugee Education: the case of Project PRESS

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Keywords

Refugees, Mobile Unit, Awareness Raising, Informal Education

Abstract

Refugee issues constitute one of the most critical social aspects Europe has been facing in recent years. Several projects have been implemented in order to respond to the refugees' needs, some of them emphasizing in the humanitarian support, others focusing on the provision of infrastructure for the refugees' accommodation or their medical and educational care. In the context of this paper, we present the design framework of the initiative undertaken by the Hellenic Open University in the direction of putting in action a Mobile Unit (MU) for e-learning and awareness -raising. The implementation of the MU and the suggestions concerning its future exploitation derive from similar case studies from the relevant literature, referring to MU for the support of sensitive social groups. The aim of this paper is to highlight the benefits and multiple implementations of MU within populations under specific educational and/or social conditions such as refugee children and adults. At the same time, issues that complicate the operation of MU are identified for further study in order to be effectively managed. Research findings and reported case studies implemented on a certain scale in Greece and Europe, highlight the need for a more intensive effort to explore the socio-historical importance of such initiatives in order to successfully respond to emergencies such as massive refuge flows. The preliminary study of PRESS project demonstrates that such approaches constitute appropriate solutions to intervene in the EU changing social and educational terrain, especially when referring to refugees.

Mediation Strategies and Safety Regulations for Children's Internet Usage

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Keywords

Children, Internet, Parents, Teachers, Safety

Abstract

This presentation will report mediation strategies and safety regulations applied by parents and teachers against Internet risks for children. In the literature, the most frequently acknowledged strategies and regulations for Internet risks are restrictive strategies, active mediation, monitoring, and technical mediation. To explore the use of these strategies and regulations in Turkey, a mixed-methods approach was employed and the data were collected within four elementary and secondary schools, with 350 children, 9 teachers, and 12 parents. The results showed that children mostly consulted their parents rather than their friends or teachers for Internet risks. The responses of the participated children showed that their parents used active mediating strategies, restriction strategies, and established rules for their Internet usage. The responses of the participating parents were complementary that they used active mediation strategies, monitoring, and restrictive strategies. The children desired to receive the same level of care from their teachers. The participating teachers, on the other hand, stated that they helped children when they face difficulty. They mostly used technical mediation and active mediation. The parents and teachers both stated that they were not competent with technical issues. To adopt other useful yet neglected strategies and regulations, it is imperative for children, parents, and teachers to receive assistance and materials as well as courses and training.

Raising students' awareness of gender issues through the implementation of gender activities

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Keywords

gender equality, gender activities, raise awareness

Abstract

More than half a century, the Universal Declaration of Human Rights in 1948 and the Treaty of Rome in 1957, international and European organizations deal with the issue of gender equality. Equal opportunities between men and women in the education process have been an important parameter of gender equality policies and strengthened dialogue between states with the aim of improving the quality and efficiency of both education systems as well as teaching and learning products. However, despite the significant progress that has been made, inequality of opportunities in education, which raises multiple and complex problems, remains an important issue. Although the reproduction of gender stereotypes is not limited to school, since both the family and the workplace play an important role in shaping them, the area of education is particularly suitable for positive interventions in this direction. The implementation of this project aims to raise pupils' awareness of equality issues and to make students aware that there is no discrimination between professions.

"I THINK ABOUT TOMORROW .... HOW WILL I HELP THE ELDERLY? " Training will require us to both detect and defuse today the problems of tomorrow

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Keywords

the elderly, professional carers, lifelong vocational education and training, home care service provider

Abstract

Serving the elderly at home

It is time to talk about the millions of professionals who across Europe and are considered as the "invisible hands" serving millions of families. These professionals are what we call in France « assistants de vie » or the life assistants. They are mainly women who ply the landscapes of the Hexagon to help the elderly, dependent or not, and people with disabilities, coming to their home. We have been working for more than twenty years on the professionalization of this sector and our expertise confirms that the training of these professionals, especially through new technologies, fulfills an essential function both to help families on a daily basis. Also to enable these women, who are often poorly qualified, to gain access to jobs with a future and a commitment to citizenship.

The professions we work with suffer from a social invisibility: at the service of millions of families, these professionals claim to be unrecognized even though they perform the functions of smugglers or weavers of social ties on territories sometimes devoid of public services.

Weaving social bond, accompanying and being supportive often anchor for these professionals in everyday realities with a high mental load.

To live and to grow old at home: these are stages in the life of a Man that are built around this private place that tends to open up to the world. The individualism of our modern societies, the wavering economic situation, public policies on the care of dependency and on the hospital more generally tend to restore the home to a major role in care pathways.

The issue of home health concerns all ages of life. For example, the home has been heavily medicalized in recent years, especially for children with disabilities. Due to lack of places in structure, with a handicap one is sometimes forced to grow within the family walls, at the parents' home. Sessad's special education and home care services fulfill this mission by integrating the children's homes to provide care and to create a (re) socialization necessary for the child's construction and identity.

"Journeying" in Out of Eden Learn

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Keywords

Out of Eden Learn, Global citizenship, Kindergarten

Abstract

Most of the kindergarten public schools that are located in Piraeus low-income districts such as Kaminia, Nikaia and Keratsini have students that face significant disparities in their access to quality educational opportunities. This is either because students are from greek working class families who have been hard hit by unemployment or because they have an immigrant background and struggle to integrate into their new community.

In a collaborative effort to provide students and their families with meaningful learning opportunities that recognize and honor their experiences the teachers of six public kindergarten schools in Piraeus decided to join the Harvard Project Zero's Out of Eden Learn (OOEL) online community.

OOEL accompanies Paul Salopek's 21,000 mile, 7-year walk across the world, all while retracing the steps of human migration.

The OOEL project invites young people and educators to:

- Slow down to observe the world carefully and to listen attentively to others.
- Exchange stories and perspectives about people, places, and identities.
- Reflect on how their own lives connect to bigger human stories.

Perhaps one of the most powerful aspects of "journeying" in OOEL is the opportunity for cross cultural understanding and careful observation among young people from around the world. Through the online platform, students from classrooms around the world are increasingly becoming more globally competent, and are matched with students of the same age with whom they share this experience with. In these "walking parties" students are able to communicate with each other, browse through one another's work and exchange comments.

This research paper draws on a one year research project that was undertaken by a practitioner and an academic researcher. The purpose of the study was to examine the views

of Greek kindergarten students' regarding the extent to which their first participation in "Out of Eden Learn" online community supported their development as global citizens. The research sample consisted of 118 children ranging from 4 to 6 years old in the classrooms of 6 teachers. The findings indicated that participating in OOEL community was positively linked to becoming more globally competent as well as able to investigate the world and communicate across differences.

Scientix: The community of Science Education in Europe supports Responsible Research and Innovation with projects and recourses included in its repository

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Keywords

Scientix, community, projects, recourses

Abstract

Scientix (www.scientix.eu/) is a European network, under the umbrella of the European school network (www.eun.org). It aims at the professional development of STEM teachers, through online courses, communities of practice and training workshops on the "Future Classroom» (http://fcl.eun.org/). The project repository is constantly updated and includes: a) all European projects in which teachers can join and implement cooperation actions with other countries b) hundreds of educational resources (teaching scenarios, worksheets, presentations, etc.) for the introduction of innovative practices of exploratory learning and teaching.

Secondary education faced the challenge of integration Responsible, Research and Innovation (RRI). Involving students and teachers in reflecting on the role of research and innovation (R&I) fosters sustainable interactions between schools, researchers, industry and civil society organizations, both in formal and informal learning.

In what ways teachers supports (RRI) principles in teaching and learning activities; In what ways develop multidisciplinarity and stronger student engagement as well as student acquisition of critical thinking and collaborative learning skills; In what ways teachers prepare students to make informed and evidence-based choices about society's future.

The basic aim of this paper is to present recourses and guides included in Scientix repository that teachers could use them free for becoming more RRI in their school community environment.

Following Educational Reforms: Framework of Knowledge Creation Research Trough Student-Centered-Learning At The University

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Keywords

Globalization, knowledge creation, T-L-R-E, learning outcome

Abstract

Globalization becomes more and more integrated via moments of ideas for knowledge creation through education, research and experience. At the same time, according to the new educational reforms the orientation of studies tends to reach substantial improvement the learners and offers opportunities for the development including research. Accordingly, Higher Education Institutions need to stay competitive and at the same time, support and have to transform each learner's characteristics (abilities, skills, experience, values) into knowledge and consider market requirements.

The paper describes initial development for knowledge creation that based on the education and research approach categories through student – centered learning by using decision analysis in group.

The paper attempts to answer the questions:

- Are the teacher and student of student - centered learning the main players in knowledge creation?
- Is the modern higher educational reforms towards a knowledge creation?
- Is the student motivated for knowledge creation in the frame of new educational reforms and how it will be done?

Research methodology: Developing questionnaires used as survey tool for this study for students and for teachers into the different sections.

Study has shown:

- Direct causal relationship between student's motivation, student's engagement in study process and student achievement;
- The knowledge creation through Teaching, Learning and Research (T-L-R-E) with the learning outcome.

The reasons behind lack of technology integration into education

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Keywords

Technology integration, barriers, schools

Abstract

If the history of Instructional Technology is examined, it is seen that each technological device was admitted as a revolutionary solution to educational problems and was adapted to educational system. Nevertheless, none of these devices were reached to expected high goals. For instance, in 1913, Mr. Thomas Edison stated that motion picture would solve the educational problems, books would be useless and all the information that humankind had would be told via motion picture (Cuban, 1986; Reiser, 2002); but, it would not.

In the literature, there are several reasons why high technology devices, such as motion picture, radio, television and computer, were not able to or partially succeed the mission that were responsible for. But, four of them are most common among all media: top-down implementation, lack of qualified personnel, inaccessible hardware and inappropriate software or content (Cuban, 1986; Reiser, 2002; Alkan, 2007).

At first, the biggest problem is top-down implementation. Bureaucrats generally make decisions about adapting new technology into education without enough investigation. They generally think that using new technologies in classroom helps both students and teachers. On the other hand, implication of new technology is a crucial and tough process that should be well planned. Not only financial but also other aspects of the process should take into consideration, such as human

resource, hardware, appropriate software and content (Cuban, 1986).

Secondly, lack of qualified personnel is a big trouble during the implementation of new devices into education. Not only teachers but also technicians are referred with qualified personnel. Teachers, who will use that device in classroom, should have enough information. Sending new device to classroom does not solve the problem. The biggest problems occur after then. If a teacher does not know how to use a device, it will stay at the corner of the class without any contribution. Teachers should be introduced to usage of new devices; moreover, if it is planned to use a new device in curriculum, the curriculum of the educational faculties should be revised to cover new technology. Second part of the qualified personnel is the technicians who will help to teachers to use devices in class; moreover, fix the device in case of break down. Teachers should not be responsible for the maintenance and reparation of the devices (Cuban, 1986; Reiser, 2002).

Thirdly, inaccessibility of the hardware blocks the using of devices. Inaccessibility of hardware covers two different aspects. First is the lack of hardware. There would be no hardware or less hardware than enough. If the number of hardware is not enough to the number of teachers willing to use the device, there is a problem. Either, if the device is broken and, related with the former topic, there is not a technician to fix it, there is problem, too (Cuban, 1986).

Lastly, inappropriate software or content is a big problem. Although the school has all qualified teacher to use the device, qualified technician to help the teacher and to support maintenance and necessary device to be used, nothing will happen without appropriate software or content. For instance, computers are only a piece metal without operating systems. Operating system is a prerequisite of computer. Then, if there is no web browser, it does not connect to the Internet. Then, if there is no video player and codec, it does not play the videos. Even if, all these prerequisites are supported, computers will be standalone machines without educational content to use computers (Cuban, 1986; Reiser, 2002; Chadwick, 2002).

In conclusion, to not to make same mistakes which have done in the past, these entire four topics should be supported. All four topics are related with other as the legs of a table. Even if one is absent, others cannot balance and it will break down.

Posting Patterns of Students' Social Presence, Cognitive Presence, and Teaching Presence in Online Learning

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Keywords

Social presence, cognitive presence, teaching presence, posting patterns, online asynchronous discussion

Abstract

With the aim of providing coherent perspective to enhance complex dynamics of collaborative online learning environment, Community of Inquiry (CoI) framework was emerged in 21st century by Garrison, Anderson, and Archer. It serves to understand and solve the complexities of online collaborative learning environments so as to facilitate learning more by constituting a community with an emphasis on the processes of instructional conversations likely to lead to epistemic engagement. It also articulates the behaviors and processes required to nurture knowledge construction through the cultivation of various forms of ''presence". It explains an educational experience with the intersection of three presences: social presence, teaching presence and cognitive presence. Social presence is the ability of learners to project themselves socially and emotionally thereby representing themselves as "real people" in a community of Inquiry. Cognitive presence is the extent to which the participants in any particular configuration of a community of inquiry are able to construct meaning through sustained communication. Teaching presence is the design and managing learning sequences, providing subject matter expertise, and facilitating active learning. Among these three constructs, the most known construct is teaching presence whereas cognitive presence is the least known construct. Cognitive presence is also the most difficult construct that the online learners perceived and online educators enhance and

sustain its development during learning process. From this point, this study mostly focused particularly on the dimension of cognitive presence. This study aims to examine students' perceived levels of social presence, cognitive presence, and teaching presence with online asynchronous discussion to reveal their posting behaviors in spite of these three constructs and find the factors that they are effected as well as to reveal the practical tips and useful hints for the practitioners and online instructors. Among qualitative research designs, case study was applied in this research. Specifically, this study is a type of instumental case study. Qualitative data was collected from students in the Department of Medical Documentary and Secretary in a vocational school, a fully online associate degree program in a well-known public university in Ankara, Turkey. Participants include 91 students selected based on purposive sampling method. Research context was an online course Information and Communication Technology I offered by Department of Informatics. Students were participated in six online asynchronous discussion activities on course management system Moodle as a part of course activity. Discussion questions were self-developed based on course content focusing particularly on taking students' own ideas, interpretations and reflective thinking. The data was collected during the fall term in academic year of 2015-16 and completed in 12-week. The data was analyzed both by descriptively and based on deductive transcript analysis using coding matrix provided by the originators of the community of inquiry framework. Trustworthiness of data analysis was provided through interrater agreement method. The percentage of interrater agreement was 80.4% and perfect agreement based on social presence. In case of capitalization on chance, Cohen's Kappa value were evaluated, and it yielded again a substantial (good) agreement between the two raters' judgements, $\kappa = .715$, $p < .05$. In terms of cognitive presence, the percent agreement was 91.8% and indicated the coding of discussion postings was conducted with an almost perfect level of agreement and eliminating subjectivity. In addition, Cohen's Kappa value indicated a substantial agreement between the two raters' judgements, $\kappa = .892$, $p < .05$. Finally, regarding with teaching presence, the percent agreement was 83.1% and Cohen's Kappa was $\kappa = .736$, $p < .05$, which shows a substantial level of agreement. The descriptive findings indicated that total sentence number was varied in each activity. The maximum number that students wrote was 640 while the minimum was 346, and the average number was 492. They wrote sentences from 9 to 6 as average per each week and average number of sentences per six discussion activity was about 8. Students wrote at most in the second activity while at least in the fifth. In each activity, all participating students wrote at least 6 sentences. As for the total number of words, it changed from 8302 to 4402 and the average number was 6256. The average number of words changed 119 to 73 and was 95 as average in all of six activities. The findings indicated students posting behaviors were at substantial high level in regard to social presence, cognitive presence, and teaching presence. They were improved through treatment process at fairly level, different from earlier studies. The findings also highlighted students' cognitive presence could be enhanced with the design, structure, and organization of course and discussion activities. The most sparking issue behind a high level and sustain of social and cognitive presence were because of addressing the topics to the real life cases and scenarios as well as designing the activities as to reflect own thinking and opinions. Moreover, the results indicated large class size in online discussion could be overwhelmed.

Leave the classroom, go to schoolyard

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Keywords

Active learning, gamification, treasure hunt, pre-service teacher education

Abstract

The history of schools is as old as the human race. The humans always tried to educate youngsters based on the needs of the society. Even though the prior ones were not the same, schools were mainly established in order to educate more than one person at the same time due to several reasons. The lack of qualified educators might be shown as the most remarkable reason. Even today, there is a need but lack of qualified people to teach specific areas. Secondly, the need to big amount of educated people shaped the structure of the schools. Especially, after the industrial revolution there was an enormous demand to educated people, in particular workers who could operate machines or perform particular duties.

If a picture of industrial revolution age classroom and a picture of contemporary classroom were compared side by side, there would not be so much difference in terms of classroom structure and placement except electronic devices; a teacher at the centre of the class and number of students arranged in lines or rows around the teacher. The teacher stands in front of a board and lectures. All classes around the world are roughly same except the new learner-centered ones.

Even though active participation is considered as one of the most component of learning, traditional classroom structure and lectures restrict it. So, educators should try to find alternative ways to incorporate learners and let them actively participate. In this manner new devices, e.g. smartphones, tablets, and laptop computers, might be useful, if used properly.

This study was conducted in a public university located in Central Anatolian region of Turkey. The data were collected from 50 early childhood education teacher candidates enrolled Computer-I course during the spring semester of 2016-2017 academic year. Computer-I course was offered to all freshmen in order to gain essential computer literacy skills and to learn how to integrate technology into education.

As a part of the course, gamification and using technology as a part of teaching were taught to teacher candidates. In this concept, QR codes, consisted of a riddle to orient to the next one, were prepared and hid around the campus before the class. Then, participants were asked to shape groups consisted of 3 or 4 people, to setup a QR Code reader app on their smartphones. Then, a QR code was given to each group one by one, and their start time was recorded. They were supposed to solve each riddle and to find next QR code until the last, 10th one which directed students back to faculty member.

During the treasure hunt participants run all over the campus while other students were watching them curiously. Some participants were stopped by others to learn the reason of running around the campus. The treasure hunt process of each group took approximately half an hour.

Data of this study were collected via an interview form distributed the day after the treasure hunt. Participants were asked to write a reflection paper to share their experience. Content analysis was utilized to analyze reflection papers. Initial results of the study showed that all participants liked treasure hunt, especially gamification, learning while playing. Furthermore, they stated that such implications promote group work, collaboration, and active participation. Lastly, almost all participants wanted to apply such applications to their courses when they became a teacher.

Designing and evaluating an e-course on interculturalism for adult education based on Cognitive Apprenticeship

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Keywords

Emotional, intercultural, social, management skills

Abstract

E-learning is a really fast growing field of education. It has many advantages on learners and provides them with the potential to learn on their own time and pace. Adult learners prove to be very demanding audience since they are characterized with lack of time, interest and a lot of duties and responsibilities. In this particular thesis an e-course was created in order to train adult learners on a certain topic. The e-course was designed based on Albert Bandura's learning theory, "Cognitive Apprenticeship". Cognitive Apprenticeship is a Learning Model used mainly on adult education and it consists of 6 stages: Modelling, Coaching, Scaffolding, Articulation, Reflection and Exploration. Moodle was the online learning environment that was implemented for the creation of the e-course. The subject discussed in the course was interculturalism and it was used for training Police Officers on this specific topic. The aim of the e-course was to develop emotional, intercultural, communication and management skills. In order to test how effective the e-course was for adult education, 6 experts on Police training were asked to go through the entire course, complete it and then assess it using an evaluation rubric. The rubric was created meeting the standards for the 21st Century Skills. The results were collected and analysed by statistical criteria. Finally, it was concluded that the e-course is an effective learning environment for adult learners.

A good practice regarding patterns: From Pascal's triangle to Fractals

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Keywords

Patterns, Pascal's triangle, fractals, good practice

Abstract

In this summary there will be a presentation of a good practice which is strongly related with the history of Mathematics and refers to patterns. It is aimed at children aged 11-12 years old.

Through this good practice students will be able to explore various patterns, meet Blaise Pascal, his biography and his work. They will also be able to get familiar with Pascal's triangle, Sierpinski's triangle and Koch's snowflake ending up to fractals. Children will have the chance to meet never-ending patterns, infinitely complex patterns that are self-similar across different scales and come across with this new branch of mathematics and art, meeting their applications in many areas of science.

Social media usage in learning, opportunities and challenges for teachers and learners – study of distance and open learning

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Keywords

Communication, Social Media, 'WhatsApp', Education, Learning

Abstract

Usage of digital space for learning is not new. Social media can support student engagement, collaboration, and self-managed learning by creating a platform for meaningful, natural discussion (Manca & Ranierit, 2013). But usage of social media in the digital space for learning is providing opportunities and challenges to the users. Hence a study was initiated to examine and evaluate the usage of social media in learning during the courses and programs conducted at the Institute of Distance and Open Learning (IDOL) of University of Mumbai, based on the theory of uses and gratification. The digital space usage has seen an increase in social media platforms among students and teachers in the process of learning and teaching. It has become the common platform for speedy exchange of information related to learning and processing of educational materials. This study aimed at demonstrating various opportunities and challenges for both students and teachers in the process of learning using 'WhatsApp' application. The patterns of communication, in terms of text and image usage, preference and the processing of information between students and teachers were also studied from the data collected from 143 persons who were teachers (n=43) and students (100)

at the IDOL in Mumbai University. Even though each social media tools has different characteristics that influence its suitability for learning purposes (Calvo, Arbiol & Iglesias, 2014) only the usage of 'WhatsApp' application was studied. This study also aimed to examine the effectiveness of usage of 'WhatsApp' for learning, using a research tool was developed for the purpose of study. The same was used for gathering of the data. The results of the analysis demonstrated the significant difference in gender, information, education and entertainment purpose of the usage by learners and teachers. The segregation of the groups remained oblivious due the differences in the course of learning, where as the functions performed by the learner in sharing academic and educational information revealed certain specific characteristics, based on the need of the learner. However the 'WhatsApp' as social media platform in digital space remained to be used for more than learning and did offer challenges in terms of culture and diversity to the users.

Online Continuous Professional Development in Second Chance Education

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Keywords

Second Chance Education (SCE), Continuous Professional Development (CPD), Technology Enhanced Learning (TEL), User Needs, Skills Trainer, Online Community

Abstract

Digital Technologies and Technology Enhanced Learning and Training are evolving at an increasingly rapid pace, both separately and jointly. In the recent years there have been significant developments with regard to Mobile Technologies, Cloud Computing, Social Media, Open Educational Resources and Practices, Free (Libre) and Open Source Software, Virtual and Personal Learning Environments, all fuelling constantly the transformation of educational practices and school infrastructures including the emergence of virtual and networked schools that share courses and programmes within and across countries, regions, institutions and educators.

Utilising those technological advancements to support high quality Teacher Training and Continuous Professional Development of educators are becoming essential parts of a teacher's professional life.

In previous projects a large number of tools for Second Chance Educators were developed and piloted, amongst others competence profiles, assessment methods, mobility practices, teaching programmes as well as mentoring and coaching approaches.

In 2014 the Digital Second Chance Opportunities (DISCO) project began building the foundations of an online European infrastructure for Second Chance Education (SCE). Since 2016 the follow-up project Online Professional Development in Second Chance Education (EPODS) is further advancing the resources and services available at www.secondchanceducation.eu. EPODS aims at consolidating a European wide sustainable offer for Second Chance Educators working with

Early School Leavers and NEETs i.e. young person who are Not in Education, Employment, or Training including migrants.

In order to achieve these aims the EPODS partnership is currently working within the following areas:

i) conducting an in-depth User Needs Analysis to detail the aspirations and needs of Second Chance Educators;

ii) producing a selected set of online learning courses for their professional development;

iii) developing a self-assessment tool (e.g. Skills Trainer);

iv) implementing a user-friendly tool to create own online learning courses; and

v) connecting Second Chance Educators and other relevant stakeholders through a European Online Community.

This presentation will provide an overview about the EPODS project, its current status and future activities and about engagement possibilities.

Programme


ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΕΡΕΥΝΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
ΙΝΣΤΙΤΟΥΤΟ ΕΚΠΑΙΔΕΥΤΙΚΗΣ ΠΟΛΙΤΙΚΗΣ
ELLINOGERMANIKI AGOGI
Open Schools for Open Societies
EDEN
Open Classroom 2017
20-21.10.17
CONFERENCE PROGRAMME
The EDEN Open Classroom pre-conference event on self-regulated learning is the initiative of EDEN supported by the ERASMUS+ Programme of the European Union. The publications reflect the authors' views, the EACEA and the European Commission are not responsible for any use that may be made of the information they contain.

FRIDAY 20.10.2017

10:00 – 13:00 **Pre-conference event**

Schools as training centres for e-government services. Training Seminar for School Leaders

Organisers: Dr. Vangelis Kanidis, *Ministry of Education, Research and Religious Affairs* & Georgios Papadopoulos, *Ellinogermaniki Agogi*

13:00 – 17:00 **Pre-conference event**

"How to promote the development of self-regulated learning for primary school children?"

17:00 – 18:30 **Conference Registration**

18:30 – 20:30 **Opening Session:** "From Open Classrooms to Open Schools"

CONFERENCE HALL

Chair: Dr. Sofoklis Sotiriou, *Ellinogermaniki Agogi, Greece*

Conference Welcome Dr. Andras Szucs, *Secretary General, EDEN European Distance and E-Learning Network*

The concept of "Open School" in the Greek national educational system Dr. Georgia Fermeli, Eleni Papadopoulou, *Institute of Educational Policy, Greece*

Science education for Responsible Citizenship Dr. Angelos Lazoudis, *Ellinogermaniki Agogi, Greece*

Rethinking how schools work Rosa Doran, *Núcleo Interativo de Astronomia, Portugal*

Open Schools Open Cities Open Minds Dr. Elias Messinas, *Ecoweek*

20:30 – 21:30 **Dinner (School Restaurant)**

SATURDAY 21.10.2017

10:00 – 11:30 **Morning session: "Open Schools as learning ecosystems"**

CONFERENCE HALL

Chair: Andras Szucs, *EDEN European Distance and E-Learning Network*

Open Resources for Open Schools Dr. Luis Anido Rifón, *Universidade de Vigo, Spain*

Implementing self-regulated learning in primary schools across Europe: the tMAIL project
Lombaerts K., Peeters J., Triquet K., Thomas V., & De Backer F., *Department of educational sciences Vrije Universiteit Brussel, Belgium*

Greek Model Experimental Schools. Too Good to last? An attempt to evaluate
Chiotelis I., Theodoropoulou M., *Department of Primary Education, University of Patras, Greece*

Deeper learning approaches in STEAM Dr. Angelos Lazoudis, *Ellinogermaniki Agogi, Greece*

Creativity, Art and Science in primary Education, CASE Project
Sotiriou M., *Science View, Greece*, Sotiriou S., Stergiopoulos P., Chaniotakis E., Alexopoulos I., *Ellinogermaniki Agogi, Greece*

11:30 – 12:00 **Coffee break**

12:00 – 13:30

CONFERENCE HALL

STEM approaches in Open Schools

Chair: Gregory Milopoulos, *Ellinogermaniki Agogi, Greece*

Open Discovery of Stem Laboratories: The use of MOOCS in class
Kypriotis E., *Ellinogermaniki Agogi, Greece*

Using remote and virtual labs for inquiry learning science is the starting point for the schools' interaction with society
Argyri P., *Evangeliki Model High School of Smyrna, Greece*

Creativity, Experiment, Research, Novelty (CERN) in the "Playing with protons" program
Lampou O., *2nd and 6th, 4th Primary Schools of Artemida Greece*

Setting Learning on Fire through Project-Based Learning in Mathematics
Andrikopoulos D., *American Community Schools of Athens, Greece*

Open Discovery of Stem Laboratories: The success story of two teachers
Gkortzis K., Georgakopoulos K., *Ellinogermaniki Agogi, Greece*

SEMINAR ROOM A

An Open School: an inclusive environment

Chair: Aliki Giannakopoulou, *Ellinogermaniki Agogi, Greece*

Mobile Units for Refugee Education: the case of Project PRESS
Apostolidou A., *Hellenic Open University, Greece and University College London, UK* Douvli G., *Hellenic Open University, Greece and School of Primary Education, Aristotle University of Thessaloniki, Greece and* Lasica I.E., *Hellenic Open University, Greece and European University Cyprus*

Mediation Strategies and Safety Regulations for Children's Internet Usage Kasikci, D.-N., *Kocaeli University, Turkey*

Raising students' awareness of gender issues through the implementation of gender activities
Georganta V., *1st Primary School of Paiania, Greece*

I think about tomorrow... How will I help the elderly? Training will require us to both detect and defuse today the problems of tomorrow Tocqueville M., *Iperia l'institut, France*

Debate in Primary School: Empowering Teachers and Students in the Open School
Dr. Vavouraki A., *Ellinogermaniki Agogi, Greece*

SATURDAY
21.10.2017

13:30 – 14:30 **Lunch**

14:30 – 16:00 **Parallel sessions (Teachers' Workshops are taking place in parallel)**

CONFERENCE HALL

The use of new Technologies in Open Schools
Chair: Nikos Zygouritsas, *Ellinogermaniki Agogi, Greece*

"Journeying" in Out of Eden Learn **Melliou K., Bratitsis T.,** *University of Western Macedonia, Greece*
Scientix: The community of Science Education in Europe supports Responsible Research and Innovation with projects and recourses included in its repository **Nerantzis N.,** *1st High School on N. Michaniona,* **Argyri P.,** *Evangeliki Model High School of Smyrna, Greece*
Following Educational Reforms: Framework of Knowledge Creation Research Trough Student-Centered-Learning At The University **Ruizan Mekvabidze,** *Business and Law Faculty of Gori State Teaching University, Georgia*
The reasons behind lack of technology integration into education
Islim O.F., *University, Kirsehir, Turkey* **Cagiltay K.,** *Middle East Technical University, Ankara, Turkey*
Posting Patterns of Students' Social Presence, Cognitive Presence, and Teaching Presence in Online Learning
Kilis S., *Giresun University, Turkey,* **Yıldırım Z.,** *Middle East Technical University, Turkey*

16:00 – 16:30 **Coffee break**

16:30 – 18:00 **Parallel sessions (Teachers' Workshops are taking place in parallel)**

CONFERENCE HALL

Innovative Pedagogies for Open Schools
Chair: Gregory Milopoulos, *Ellinogermaniki Agogi, Greece*

Leave the classroom, go to schoolyard **Islim O.F.,** *Ahi Evran University, Kirsehir, Turkey* **Cagiltay K.,** *Middle East Technical University, Ankara, Turkey*
Designing and evaluating an e-course on interculturalism for adult education based on Cognitive Apprenticeship
Kioumourtzi M., *University of Piraeus, Greece*
From Pascal's triangle to Fractals **Kotsakosta M..,** *School Advisor, 11th Educational District of Primary Education, Thessaloniki*
Social media usage in learning, opportunities and challenges for teachers and learners – study of distance and open learning
Sagar Bhalerao, *Rizvi College of Arts, Science and Commerce, India,* **Amrin Moger,** *Rizvi College of Arts, Science and Commerce, India,* **Poothullil Mathew Martin,** *Ali Yavar Jung National Institute of Speech and Hearing Disabilities, India,* **Sunder Rajdeep,** *University of Mumbai, India*
Online Continuous Professional Development in Second Chance Education **Fischer T.,** *Mind2Innovate, Greece*

18:00 – 18:30 **Closing session**

CONFERENCE HALL

Supporting teachers to become active actors in an open school

10:00 – 18:00
SCHOOL OBSRVATORY

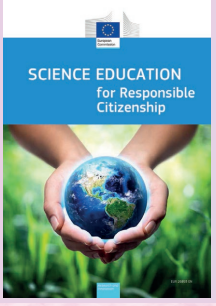
SUN OBSERVATION LAB

Throughout the day, conference participants are invited to use our school telescopes and discover ideas for innovative school projects.

12:00 – 18:00
CHEMISTRY LAB

SEMINAR FOR THE OPEN SCHOOLS FOR OPEN SOCIETIES HUBS IN GREECE (by invitation only)

The seminar is dedicated to the first set of schools that will participate in the activities of the Open Schools for Open Societies project acting as Hubs in Greece. The aim of the seminar is to introduce participants on the notion of the "Open School". A school that effectively introduces innovations in education is an engaging environment not only for the students and teachers. It re-designs learning to accommodate and include difference and brings together families, community groups, local businesses, experts, universities, and others into an innovation ecosystem. Our schools should be incubators of exploration and invention. They should be accelerators of innovation. They should promote Open Schooling.
School leaders should set a vision for creating learning experiences that provide the right tools and supports for all learners to thrive. Teachers should be collaborators in learning, seeking new knowledge and constantly acquiring new skills alongside their students. The Institute of Educational Policy is setting up the core network of open schooling hubs in Greece. School leaders and teachers from these schools are participating in this workshop.



SATURDAY
21.10.2017

Parallel sessions

14:30 – 18:00
ART ROOM

WORKSHOP 1: Schools fighting childhood obesity

During this scenario workshop participants will be building on strategies that aim to tackle the issue of childhood obesity in Greece. Based on these strategies the aim of the workshop is to collectively propose future action plans for Greece in order to address this pressuring issue for our next generation.

Organiser: Aliki Giannakopoulou, *Ellinogermaniki Agogi, Greece*

14:30 – 18:00
SEMINAR ROOM B

WORKSHOP 2: Exploring values and democracy in the classroom

The workshop focuses on the role of democratic education in the modern school and issues such as the right of children to make their own choices regarding their learning and all other areas of everyday and on strategies for inclusive and tolerant classrooms. It aims to support teachers and students in addressing barriers and gateways to communication, as well as difficult ethical conversations about identity, religions and beliefs, democratic values, diversity, belonging and violence.

Organisers: Stephanos Cherouvis, *Ellinogermaniki Agogi, Greece,* Stelios Despotakis, Christiana Moschou, Evangelos Vlachakis, *EUDEC, Greece*

14:30 – 18:00
LIBRARY

WORKSHOP 3: Teaching science and mathematics through music

This workshop aims to explore possible lesson plans using innovative approaches that the project has to offer. By testing the usability of a number of digital tools the workshop aims also to introduce teachers into the project's platform tools that are now under development and engage them in fostering creativity in science education through music.

Organisers: Petros Stergiopoulos & Fani Stylianidou, *Ellinogermaniki Agogi, Greece*

14:30 – 16:00
COMPUTER ROOM

WORKSHOP 4: Creating MOOCS in the classroom

During this workshop participants will have the opportunity to get familiriased with the concept of the μMOOCS and the use of ODL platform by drafting their first μMOOC, which they will be able to implement in real class circumstances. The focus will be placed on the link between of everyday life and learning.

Organiser: Eugenia Kypriotis, *Ellinogermaniki Agogi, Greece*

14:30 – 16:00
SEMINAR ROOM A

WORKSHOP 5: Debate in Primary School (by invitation only)

The workshop is addressed to teachers who participate in the "Debate" Action in the framework of OSOS. The Debate Action encourages a philosophy of developing, implementing and reforming an innovative idea and practice, within a context of a wider, dynamic learning community (Open Schooling Hubs). The teachers who will participate in the workshop will be informed about the Debate Action and will have the opportunity to collaborate for the first time as members of a learning community, exchange ideas and define their own framework of action.

Organisers: A. Vavouraki, G. Daliani, C. Mpourouni, *Ellinogermaniki Agogi, Greece* A. Iordanidou, *University of Patras, Greece*
A. Michalis, *National and Kapodistrian University of Athens, Greece* G. Rogari, *Ministry of Education, Research and Religious Affairs, Greece*

16:30 – 18:00
COMPUTER LAB

WORKSHOP 6: Go-Lab: The Go-Lab Ecosystem and the Big Ideas of Science

This workshop introduces the Go-Lab Ecosystem and the use of online labs in school classrooms. It will explain how inquiry-based science education can support teachers to combine innovative, ICT-based tools with multi-disciplinary teaching methodologies – in particular the Big Ideas of Science - to create more student-centered and attractive science lessons.

Organisers: Jens Koslowsky & Alexandros Chiotellis, *Ellinogermaniki Agogi, Greece* Rosa Doran, *Nucleo Interativo de Astronomia, Portugal*

16:30 – 18:00
ROOM B.123

WORKSHOP 7: Promoting prosocial skills through games

The workshop will initiate educators to the ecosystem of prosocial games by offering a theoretical framework and engaging the audience to the process of design and development of learning activities corresponding to certain prosocial features. As such, trainees will be initially introduced to: a) the rationale of prosociality and b) prosocial learning games.

Organiser: Lilia Dimaraki, *Ellinogermaniki Agogi, Greece*

16:30 – 18:00
SEMINAR ROOM A

WORKSHOP 8: Pencil Code Environment

This workshop will present the programming environment Pencil Code. The environment enables the user to choose whether he wants to create his program in a block based programming or in a text based programming environment switching whenever he wants from one to the other. Such environments seem to facilitate the students transition from block based programming to "real" programming. Participants at the workshop will have the opportunity to practice at the Pencil code environment by carrying out certain activities. The workshop is in Greek.

Organisers: Vangelis Kanidis, *Ministry of Education, Research and Religious Affairs, Greece* Margarita Karaliopoulou, *Infomatics Teacher*