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<b>Project Title</b>	<i>Self Awareness, evaluation and motivation system Enhancing learning and integration and contrast ELS and NEET</i>
<b>Acronym</b>	<b>SAVE</b>
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<b>Meeting/skype/event</b>	<i>Title of the meeting:</i> Meeting with Experts for ICT in Education
<b>Venue</b>	Prague, Czech Republic
<b>Participants</b>	Teachers, trainers, stakeholders.
<b>Abstract</b>	<i>Short description of the meeting:</i> Report of two multiplayer events. First was with seven experts from ICT working at the educational field providing feedback and sharing their experience with using new technologies in a context of SAVE project outputs (IO4). In second group were eighteen stakeholders and teachers reporting their opinion and view on the SAVE System.
<b>Target</b>	<i>ELS and NEET</i>

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## SUMMARY OF TWO MULTIPLAYER EVENTS

Trainer must be inspirational and has to provide personalized feedback (incl. deep knowledge of learners' online profile outside SAVE system) and be available online as often as possible.

Very important are long terms projects focused on real-problem based learning where learners have to diagnose a problem, create hypothesis, solve the problem and test the solution. These projects should be based on personal interests and goals of each learner.

Much more effective than teachers and trainers are influential learners (ambassadors) who can motivate other learners.

Access into the online environment must be smooth and incorporated into existing ICT infrastructure and connected to their profile at social networks. However, not all learners accept gamification at the school – some of them consider a game as an amusement and trainer's supervision in this context is not welcomed.

Diagnostic part of the solution is crucial – there is a need to provide high quality and scientifically relevant automated feedback to each learner as a part of the trust-based relation.

Trainers are bombed by many offers of using learning application and they are not able to recognize the optimal ICT instrument. Therefore, for involving the trainers is needed to explain them what is unique about the SAVE System.

Learners the most vulnerable to leave early won't most probably realize they have some skills and some knowledge, they simply quit. Initial simplicity and small steps should be presented already at the beginning as the target group is known for low estimation of their capabilities.





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The SAVE System must allow the widest personalization of the virtual environment, but more important than planning is helping to find proper and personal learning style – ideally nonstop, 24/7.

The most important is mentor/trainer, application itself is not as much important. Even if it's possible to automate some processes, there is still need for personal response of real trusted expert.

Trainers have to find other motivation next to SAVE System. Web application is always just addition to complex motivation and there are lots of platforms learners already use.





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## MULTIPLAYER EVENT WITH EXPERTS FOR ICT IN EDUCATION

### METHODS

Multiplayer event has taken place on Wednesday 10<sup>th</sup> of February. Seven ICT experts were watching presentation with details of SAVE project, providing feedback, sharing their experience and answering the questions about the experience with using the ICT tools for motivation. Participants were gathered in Prague.

Duration: 120 minutes.

Topics: motivation, ICT tools, requirements from enterprises toward learners' skills, good practices.

#### List of the participants on Wednesday 10<sup>th</sup> February

Jan	Feřtek	ICT trainer at EDUin
Olin	Horáček	ICT trainer and developer
Ondrej	Mandik	ICT trainer az Střední průmyslová škola elektrotechnická, Praha 2
Milan	Muzikář	ICT trainer at EDUin at Střední škola technická Zelený pruh
Petr	Naske	Chairman of the Union of ICT school's trainers, consultant for co
Bohumír	Sobotka	Deputy Director at SOU elektrotechnické Plzeňzástupce ředitele pr
Janek	Wagner	Editor in chief of Česká škola, ICT trainer, developer and digital ci

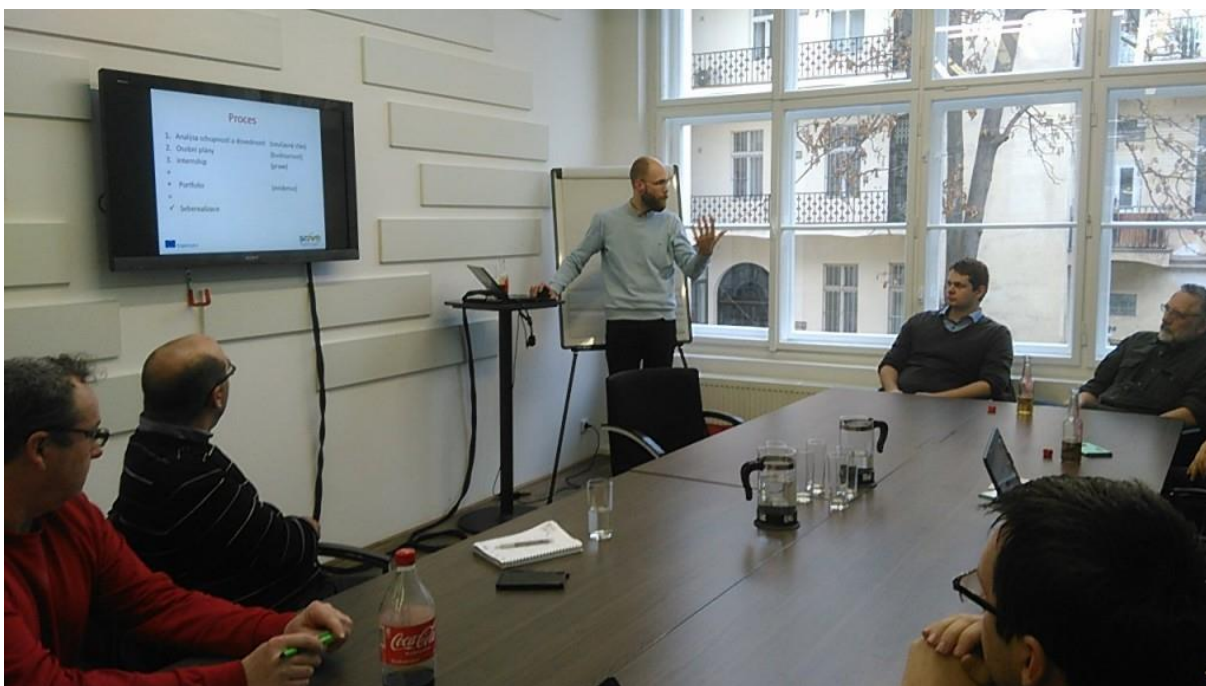




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## SUMMARY

Very important is a role of trainer – s/he must be both inspirational and supervisory. In an online environment like SAVE trainers has to provide personalized feedback (incl. deep knowledge of learners' online profile outside SAVE system) and be available online as often as possible. Very important are long terms projects focused on real-problem based learning where learners have to diagnose a problem, create hypothesis, solve the problem and test the solution. These projects should be based on personal interests and goals of each learner.

If implemented as a part of formal education (class) trainers must attract the most influential learners (ambassadors) – they are much more effective than teachers and trainers. Important is also micro-climate at the group they build.

Access into the online environment must be smooth and incorporated into existing ICT infrastructure of the organisation avoiding creation of standalone solution. Learners already use a lot of services and building their profile at social networks, therefore not willing to build a new one. However, not all learners accept gamification at the school – some of them consider a game as an amusement and trainer's supervision in this context is not welcomed.



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## WHAT EXPERTS HAVE SAID

### What we have to remember

- Enterprises require keeping the timelines, reliability, loyalty, good manners and for-customer's attitude and inside. Accepting the corporate culture and thinking toward business needs are preferred more than professional skills.
- Disciples from elementary school are finishing their grades with less and less ICT skills. The peak of their skills is basic painting or basic skills in using MS Word. Many school's teachers are not able to improve kid's skills.
- Learners in less attractive studying branch are expected to work manually and very often in the outdoor terrain. This expectation has an impact on subjects which learners have to take. Involving ICT is not priority otherwise learners are trained in using of software for their profession.
- Scholarship as the main motivation is not working.
- Learners are trying to camouflage not-working solution instead of finding and fixing a problem.
- Not all learners accept gamification at the school – some of them consider a game as an amusement and trainer's supervision in this context is not welcomed.
- Even if we use ICT at education, we have to always remember about the trainer's influence. Trainers must be both inspirational and supervisory.



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## How to engage learners to ICT

- The most important is involving the kids at the early years to ICT tools in school. It can have impact on getting skills to use ICT tools for learning process.
- Learners have to pick up a topic by themselves for their seminar paper. Trainers have to watch trends in using ICT tools and provide the most proper on-line platforms to learners.
- Many learners are willing to learn how to create own webpage. Learners very often design their webpage as a tool for their personal or professional marketing.
- Very effective is peer to peer learning using ICT tools.
- Learners are usually familiar with limited amount of ICT tools but all of them are social networks users. The most important is class teacher/trainer who can introduce ICT also as an instrument for becoming the dreams truth.
- Trainers should monitor social network (FB) profiles of the learners, if possible. So learners can be engaged according to their profile (incl. on-line safety issues) and trainers may get information about the learner's interests and personalize learning context.
- Access into the online environment must be smooth and incorporated into existing ICT infrastructure of the organisation – avoiding creation of standalone solution.

## How to motivate learners

- Very popular are tailor-made courses – learners described what they want to learn and according to their demands is open new course. This approach is close to SAVE.
- Very attractive are courses with title "...for talented students".
- Very important are long terms projects focused on problem based learning – learners have to diagnose a problem, to create hypothesis, solving the problem and test it.
- Trainers should find the proper games and applications for lessons.
- Learning and gaming should be provided with "superstructure", for example cooperation with learners abroad during the solving problem (on-line consultation etc.).
- Very important is creating the community – effectivity of the virtual learning is similar to student's habits to study at library for engaging the learning.

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## Experience with digital portfolio

- Some teachers use Europass – learners have to in the first class write down their curriculum and they really quickly find out they have a nothing to write. Next year they contribute by added skills and realize that learning is progressive. This CV is part of application submitted for internship. This is very close to SAVE.
- Creating of CV is part of self-evaluation and self-awareness. Learners have to reflex their skills and competencies comparing with request of enterprises.
- Learners should summarize their soft and hard skills in all subjects. They have to analyze how to use new skills in other subject. They are able to find transferable skills and engage their participations in the learning process.
- Learners are not use to write and to express their plans etc. Trainer’s ability to use ICT for related educational purposes is very limited.
- Real time and face to face presentations are more important than digital portfolio. Completing the digital portfolio without the public presentation would not be effective.
- Learns should get rewards also in their not-virtual world. Optional badges could therefore have influence on the formal evaluation and grades.
- Trainers must get the most influential learners at the class on her/his side (ambassadors) – if class leader has negative charisma others will not participate on the creating of the digital portfolio. The most important is microclimate at the class group.
- Ambassadors are much more effective than teachers and trainers.
- Recommended is certification or other incentive which is keeping learners creating digital portfolio.
- Evaluations from fellows seem to as a controversial – some trainers recommend involving the classmates to evaluation some others do not.



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## THE ATTENDANCE LISTS



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10.2.2016, Impact Hub, Drtinova 10, Praha 5

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## MULTIPLAYER EVENT WITH STAKEHOLDERS AND TEACHERS

### METHODS

The second multiplayer meeting was held on February 17th in Prague. There were joint 12 professionals from Pedagogical Upper Secondary school, a specialist on the on-line platforms of textbooks at the larger publisher, a representant of the bank, two educational NGO, two research and marketing consultants and specialist for small and media business sector.

Duration: 120 minutes.

Topics: motivation, ICT tools, requirements from enterprises toward learners' skills, good practice.



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### List of the participants on Wednesday 17<sup>th</sup> February

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Hýánek	Martin	VOŠPS, SOŠP a Gymnázium
Chaloupka	Lukáš	VOŠPS, SOŠP a Gymnázium
Kopíčkova	Hana	Marketing a research consultant
Kovářová	Tamara	EDUin o.p.s.
Moutelíková	Lenka	Fio banka
Pešková	Eva	VOŠPS, SOŠP a Gymnázium, Praha 6
Příharová	Jitka	VOŠPS, SOŠP a Gymnázium, Praha 6
Procházková	Iva	VOŠPS, SOŠP a Gymnázium, Praha 6
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## SUMMARY

Diagnostic part of the solution is crucial – there is a need to provide high quality and scientifically relevant automated feedback to each learner as a part of the trust-based relation. Or, trainers should be properly instructed how to work with basic answers they receive from learners. Trainers are bombed by many offers of using learning application and they are not able to recognize the optimal ICT instrument. Therefore, for involving the trainers is needed to explain them what is unique about the SAVE System.

Learners the most vulnerable to leave early won't most probably realize they have some skills and some knowledge, they simply quit. Initial simplicity and small steps should be presented already at the beginning as the target group is known for low estimation of their capabilities.

The SAVE System must allow the widest personalization of the virtual environment, but more important than planning is helping to find proper and personal learning style – ideally nonstop, 24/7. The most important is mentor/trainer, application itself is not as much important. Even if it's possible to automate some processes, there is still need for personal response of real trusted expert.

Trainers have to find other motivation next to SAVE System. Web application is always just addition to complex motivation and there are lot of platforms learners already use.





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## WHAT STAKEHOLDERS AND TEACHERS HAVE SAID

### How to learners motivate

The most important is mentor/trainer, application itself is not as much important. Even if it's possible to automate some processes, there is still need for personal response.

Very important is planning all goals with learner and provide very quick feedback on their requests and activities.

Very useful is integration of gamification elements. Profile and game must be personalized and using it simple. Gamification should be optional, there still has to be fun.

Some learners start to work on something and finish it even if they are already bored. Others could quit even if they set goal and milestones.

From the target group of learners, we have to expect that many learners have problem to finish even regular tasks in their life, there is a need for suitable time management tools (deadlines etc.).

More important than planning is helping to find proper and truly personal learning style. Trainers should help to handle a stress or wiliness to solve a problem if occurs.

Trainers have to find other motivation next to SAVE System. Web and e.g. mobile application is always just addition to complex motivation.

The most difficult is to keep learners in the virtual system. If they meet other learners and trainers often they miss any motivation to work together virtually.





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## Experience with diagnostics

Learners most vulnerable to leave early won't most probably realize they have some skills and some knowledge – intentions must be clearly declared already at the analysis of the skills.

During the diagnostics phase learners could fill in that they are missing skills and knowledge but they have them – learners use terminology in different way than trainers do. For example: asking about organizing skills can be understood as managing event for one hundred people. They do not realize they have good experience with organizing bigger party, sport event or family meeting.

Trainers tend to consider goals of the society and educational system as the goals of learners.

However, in this case all goals must be explained as inner interests of learners. It must be very clear why should learners reach concrete skills and knowledge. In other hand learners would not accept the goals as their own and won't trust it.

Trainers are bombed by many offers for using learning applications and they are not able to recognize the optimal ICT instrument. Therefore, for involving trainers is necessary to explain them what is unique about the SAVE System – and how well validated and trustful are diagnostic outcomes.

## Demands on the good web application

Trainers are not able to recognize good ICT application from others. Therefore, for involving the trainers is needed to explain them what is unique about the application.

Target group is much more diversified than experts usually predict. Therefore, the application must presume this human and society diversification.

Private policy has to be taken into consideration if a virtual community networking is planned. We have to always consider cyber-bullying and be able to react quickly.

SAVE System must allow printing the portfolio.







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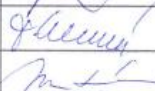

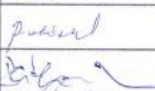
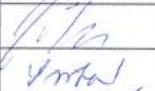
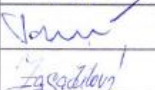
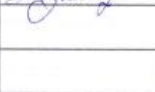
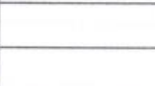
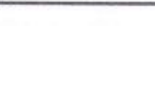



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