



**Teacher training with specialization on life and information
technology skills**

Deliverable 2.6

Specifications for development of E-Toolbox

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Executive Summary

1 Theoretical Framework for the development of the E - Toolbox

1.1 Aims and Objectives

This report is meant to provide the «21st Teachskills» partnership with all necessary information on how to develop and format the e-toolbox with best practices, which is the last part of Work package 2 (WP2) «CURRICULA & CAPACITY BUILDING TRAINING CONTENT».

The capacity building programme (WP2) aims to align technologies with content and pedagogy and balance direct instructions with project-oriented teaching methods of 21st century skills such as critical thinking, collaboration and problem solving, also incorporating specialized training on assessment. There will also be transfer of best practices for 21st-century teaching skills by the EU-HEIs and will be adapted to the specific needs of the PC - HEIs, providing hands-on learning on a variety of teaching approaches.

Within this framework, the e-toolbox will be a collection of 12 best practices for the teaching of 21st century skills that will focus on disadvantaged students (from poor socio-economic background or students with special needs). The tools will be used as practical exercises within the teaching process: teaching of 21st century skills and their integration in the teaching methodology and will also include detailed guidance on how to apply common classroom assessment tests for the evaluation of 21st century skills.

Therefore, the toolbox gives special attention to the needs of a multi-diverse class by including best practices that foster Inclusive education. Education for all is closely connected to the work for equal rights of people with disabilities and against their social exclusion. Education is seen as key to a society that is ready to welcome a wide diversity of different gifts and abilities. A good definition of inclusive education is the following:

“Inclusion is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children.” (Guidelines for Inclusion, UNESCO, p. 14, 2005)

Leader of the activity will be NGS and all HEIs will offer their feedback on the design and will agree upon which practices and assessment tools to include. The goal is their adaptation and integration in the teaching methodology and curriculum as well as the definition of innovative assessment tools.

Indicator of progress for this task will be the new teaching methodologies and assessment tools successfully integrated into the teaching of university classrooms of faculties of the PC-HEIs.

1.2 Definition of a good practice

“A good practice is not only a practice that is good, but a practice that has been proven to work well and produce good results, and is therefore recommended as a model. It is a successful experience, which has been tested and validated, in the broad sense, which has been repeated and deserves to be shared so that a greater number of people can adopt it.”

Within the context of higher education, a best practice should make the most positive contribution, adding the highest possible value to the students’ learning experience, and it is worthy of wider dissemination. Therefore, it is expected that the best practice goes above and beyond the standard good practice, ensuring academic standards of an education provider; quality and/or enhancement of the learning opportunities provided to students; quality of the information delivered about a higher education offer.

To be able to identify best practices and potential areas worthy of investigation, sufficient mechanisms should also be available: ex. periodic review, validation, module/program appraisal and enhancement.

In order to ensure that the best practice meets the requirements and specifications, and that it fulfils its intended purpose, a practice should have been checked, validated and approved as a solid working practice by others in a program team, subject area, or faculty.

Examples of agreed good practice won’t become known unless they are communicated effectively, provide all necessary information for its implementation, and be widely disseminated to increase their opportunities for endorsement. A good practice is thereby successful and considerable as a “best practice” if it can be embedded into educational programs. Embedding should be accompanied by continuous monitoring and periodic reviews in order to see how areas of identified good practice are taken forward, disseminated, and embedded within programs, departments and faculties.

1.3 Criteria to choose/develop Best Practices

The following criteria should be taken into account to help you determine whether a practice is a “good practice”:

- 1. Innovative and successful:** A “good practice” has proven its strategic relevance as the most effective way of achieving a specific objective, boosting innovation through **cooperation and flow of knowledge** among higher education institutions. Indicator of success is its adoption and positive impact on students and/or universities.
- 2. Replicable and adaptable:** A “good practice” should be technically feasible and have the potential for easy replication. That means that it has taken into account the territoriality, and therefore should be adaptable to similar objectives and customized to the local needs and situation (country specific) and in varying situations.
- 3. Inclusive:** The best practice should have an inclusive approach, making them accessible to a diverse range of participants promoting equal opportunities, diversity and fairness in education to best address the needs of participants with fewer opportunities (ex people with disabilities,

health problems, cultural differences, geographical barriers, economic barriers, social barriers, barriers linked to discrimination, other barriers linked to education and training systems)

- 4. Dissemination and sustainability** In order to raise the impact of a good practice, it should be effectively disseminated, providing all necessary information in a simple and easy to use format. Digital education and green practices should be taken into account as priority issues of the EC. A good practice is successful and can be considered a “best practice” only if it becomes embedded into educational programs, departments and faculties, also ensuring this way the sustainability of the results produced.

1.4 How to document Best Practices

For the design and development of the best practices, it is suggested to follow a up bottom-up approach, meaning that practices will be based on current learning’ gaps identified by the needs analysis conducted in WP1. Final selection could also take into account current needs in the labor market so as to match learners’ skills with the economic sector.

Some aspects that will be taken into account in the design and development of the best practices are the following:

- The Best practice should specifically address the technical or ‘soft’ upskilling and reskilling of students in 21st Century Teach skills applying an inclusive education methodology and suggesting innovative assessment tools.
- The best practices must be targeted to specific levels of education and certification, specific target group, specific areas of application.
- The best practices should take into consideration the territoriality (i.e., the specific social, political, economic situation and the specific education system across the involved countries)
- Examples of existing good practice (success stories, ongoing projects, strategies and initiatives around EU) could be used as references for the development of a best practice - links of resources can be included.
- The best practices should be developed in synergy with the country-specific frameworks for education and professional qualification.
- The best practice should address purely pedagogical purposes and also bring opportunities for an inclusive education (education for all).

2 Methodology for the development of the E-Toolbox

2.1 Step by step procedure

- All partners read carefully the specifications and guidance provided in this report and give their feedback on the design along with their proposals on the [subjects of best practices](#) to be included in the E- toolbox.
- Each University will nominate 6 best practices to be included in text format and another 6 best practices to be delivered in video format. To ensure their relevance, the choice should be based on the needs analysis conducted in WP1 in order to address gaps already identified in the partner universities.
- Each partner is to select their best practice based on the criteria listed below and use the template provided in [section B3](#) (Best Practices Text specifications). The said practices` relevance, suitability and compliance with the below-mentioned criteria are to be determined by each university. If already existing research for the particular said initiative exists, partners are welcome to make use of it. However, already existing analysis of a practice is not mandatory nor prerequisite for its suitability and utility. Hence, it will be up to each university to decide upon the suitability of each initiative.
- Having identified and agreed upon the chosen good practices, these are to be assigned for development to two partners Universities (one EU and one partner country University).
- All members will be able to give feedback, suggestions, recommendations, and opinions on the developed practices. The finalized best practices will then be reviewed and approved by the Quality Board Committee. The Quality Board member should be provided with the template and consider if the chosen practices correspond to the aims of 21st Teach Skills project and the specific objectives of this task. The following questions could serve as a guide for efficient review of the best practices developed:

The good practice fulfills the following:

- ✓ Demonstrates a link between the `good practice' and some visible or measurable change/outcome in the teaching and learning of 21st Teach Skills.
- ✓ Is based on genuine needs and demonstrate an innovative dimension.
- ✓ Is transferable in the different countries.
- ✓ Is inclusive.
- ✓ Is simple and user-friendly.
- ✓ Describe clearly the method used.
- ✓ Identify obstacles faced and how they have been overcome.

*Deliverable 2.6: Specifications
for development of E-Toolbox*

Upon finalization of this task, the following deliverables will have been developed :

- ✓ A report on the specifications for the delivery of the E- toolbox (this document)
- ✓ Six best practices in [text format](#)
- ✓ Six best practices in [video format](#)

2.2 Table of suggested subjects

No	Subject/Topic/Activity	Short Description	Format	Partners Responsible
1			Text	
2			Text	
3			Text	
4			Text	
5			Text	
6			Text	
7			Video	
8			Video	
9			Video	
10			Video	
11			Video	
12			Video	

2.3 Best Practices Text specifications

Category	Guiding questions
Title	<ul style="list-style-type: none"> • Include a short title containing key words of the best practice under description
Format	<ul style="list-style-type: none"> • Text/Video
Scope and Objectives	<ul style="list-style-type: none"> • Introduction of the local context and main aim • Essence of the practice (learning objectives, areas of application, needs addressed) • Are the needs addressed relevant on national /EU/International level? Can it be translated and implemented in other countries?
Target audience	<ul style="list-style-type: none"> • What are the target group/s (direct and indirect) that will benefit from the application of the suggested practice? • Are disabled students/students with fewer opportunities included? • Explain the role of the target group in the course of the initiative
Methodological approach	<ul style="list-style-type: none"> • What methodology has been used in order to address the initial issue and lead to a successful outcome and finally to the best practice? • What was the process and in which way it was a participatory process? • How long did it take to learn lessons and identify key success factors?
Assessment	<ul style="list-style-type: none"> • Which assessment tools can be used to evaluate learning outcomes? - Detailed guidelines on how to apply the assessment in a common classroom
Innovative/Success factors	<ul style="list-style-type: none"> • Particular successful focal points of the initiative which could be incorporated into other practices

*Deliverable 2.6: Specifications
 for development of E-Toolbox*

Results/Impact	<ul style="list-style-type: none"> • Impact – how many direct and indirect beneficiaries? Who were the direct and indirect beneficiaries? • What have been the short- and long-term benefits for the beneficiaries? • What was the impact on the regional/national/EU level (may not be relevant for all levels)
Challenges/Lessons Learnt	<ul style="list-style-type: none"> • What have been the encountered challenges? • How these have been overcome in the course of the initiative? • What are the lessons/insights to be drawn from this initiative?
Sustainability and Replicability	<ul style="list-style-type: none"> • Have the initiatives been continued even after the envisaged time-span of its implementation? • What are the challenges for its further implementation? • Is it possible to incorporate it in some other activities (run by you or other entities)? • Can the initiative be easily implemented in diverse contexts (different countries) and benefit different target groups? • What are the conditions (institutional, social, etc.) for the initiative to be successfully replicated? • How this practice can be upscaled to achieve enhanced impact?
Conclusion	<ul style="list-style-type: none"> • Some highlights summarising the usefulness and impact of the initiative
Contact Details	<ul style="list-style-type: none"> • Persons/entity who have implemented the initiative
More Information	<ul style="list-style-type: none"> • Website, Link, Contact details, email, etc. • Published resources

2.4 Best Practices – Video specifications

2.4.1 Guidelines on content development

At the preparation phase define the scope of your video: the first and foremost thing to focus on before making videos is to define what it is intended to do.

Write a proper script for your video and go through it a few times. Highlight 3-4 high points of the script and make an intro video using these points to grab audience attention. Successful videos adopt the storytelling, so make sure your story is consistent and smooth.

Titles are the first introduction to videos: Good first impressions can go a long way in retaining a viewer's interest. Unless the title is interesting, people will not feel compelled to click on the video even if the content itself is excellent. The perfect title is a mix of keywords and wit.

1. Begin the video by raising the need that the suggested best practice is meant to address, and why it is important
2. Explain the methodology in relation to benefits and showcase the practice
3. Include some testimonials in relation to students' feelings, highlight the impact
4. Name the challenges/lessons learned and areas of application
5. Close your video with an inspirational quote or call for action

Rehearse what you are going to do and be ready to make more than one attempt. Try not to over-rehearse. Remember, you do not need to be perfect! Try not to be overly critical of yourself.

Outfit –you might want to avoid clothing with logos as these will be reversed. It's a general rule of thumb to wear basic colors with zero or basic patterns.

Keep your videos short, between 5-10 minutes. This prevents overly large files and poor system performance while you are recording/editing and potential corruption or loss of work. Shorter videos can be spliced together later.

2.4.2 Technical guidelines

- ✓ **Venue** – Make sure that you choose a quiet place to video record, where you are not likely to be interrupted. Try finding a backdrop that’s not too busy and won’t distract your audience
- ✓ **Lighting** – The room should be bright, in the shade outdoors, or under cloud cover. Avoid bright sunlight as it creates harsh shadows. Avoid lighting that comes only from directly above.
- ✓ **Camera orientation** – Film with landscape orientation (Landscape) This will be most practical for viewing on all types of devices.
- ✓ **Composition** – Having your subject in the center of the frame, looking directly into the camera, creates a very personal feel and can load your video with emotion.
- ✓ **Camera Angle** – Keep the camera just above your subject’s eye level, slightly angled down, which is flattering for most people.
- ✓ **Stabilize** – Use a tripod, or mount the camera to something stationary whenever possible, but don’t worry improvised methods are often just as effective.
- ✓ **Video Format** - For the digital storytelling please use the Landscape format (16:9 aspect ratio). It’s the most widely used format used across all major social networks, streaming services and broadcasters.
- ✓ **Audio** - People are often willing to forgive shaky, blurry or low-quality visuals as long as they can hear what is being said clearly, but there is nothing that will cause viewers to drop off quicker than audio that is too quiet or is overpowered by background noise. Most smartphones can record decent audio if you are careful about your surroundings and keep the subject relatively close to the mic.
- ✓ **Interviews:** Place the camera opposite the subject near eye-level height. The subject should be looking toward the camera for better engagement.
- ✓ What **type of mic** you should use highly depends on the camera that you’re using, but any common DSLR will work with the mic systems above.
- ✓ Test out your microphone levels and video content with a quick 15-second video to ensure you are loud enough, and things are being captured correctly before you record any longer videos.
- ✓ **Editing:** If there is “dead air” at the beginning or end of your recording, make sure you trim it so that your video starts and ends with its actual content. There are many free editing software options such as iMovie (MAC) or windows movie maker (PC).

*Deliverable 2.6: Specifications
for development of E-Toolbox*

Length	No longer than 5 - 7 min
Aspect ration	16:9
Size / Resolution	1080p 1920 x 1080 (recommended)
Framing	Medium shot or medium close-up shot
Language	English (subtitles can be included)
Format	MP4 using the H.264 codec
Branding	Videos need to adhere to the 21 st Teach Skills institutional graphic identity, including the colour.
Captions and subtitles	All spoken dialog needs to be closed captioned (subtitled) to improve accessibility
Background music	If you want to add it, you can check: https://blog.templateoaster.com/free-stock-music-sites-list/
Editing	Animated intro and closing with the 21 st Teach Skills logo (harmonized for all videos) “card/screen” after the intro with the project logo with the information of the partner (partner name and logo, details of the speaker).
Thumbnail	21 st Teach Skills image
File name	XXX_Name_ddmmyyyy Xxx : Partner acronym Name: name of the participants speaking on the video Ddmmyyy : date (2 digit day, 2 digit month, 4 digit year)
Copyright and disclaimer	Authors of the videos consent agree for 21 st Teach Skills to distribute the material.
Upload	We recommend using We Transfer (https://wetransfer.com/) for uploading your final video

Please also refer to the following videos for further insight:

- https://www.youtube.com/playlist?list=PL10g2YT_In2hmTkac8YDMkCeFUcrPxOu6
- <https://www.youtube.com/watch?v=828QHy53JFQ>
- https://uwaterloo.ca/keep-learning/sites/ca.keep-learning/files/uploads/files/shooting_video_tips_final.pdf

3 Timeplan for the delivery of e-Toolbox

No	Task Description	Responsible	Start Date	End Date
C1	Development of E – toolbox specifications - templates	Novel Group	01/07/2022	30/7/2022
C2	Review – approval of the design from partners	All partners	20/7/2022	20/8/2022
C3	Best Practices suggestions – assignments	All partners	20/7/2022	20/8/2022
C4	Development of best practices in text format	One EU – HEI with one PC – HEI each	30/08/2022	31/10/2022
C5	Development of best practices in video format	One EU – HEI with one PC – HEI each	30/08/2022	31/10/2022
C6	Quality review of best practices from the QMC	QMC	31/10/2022	10/11/2022
C7	Improvements of the best practices based on qualitative feedback	EU - HEIs	10/11/2022	20/11/2022
C8	Delivery of the toolbox – Upload in VLE	Novel Group	20/11/2022	30/11/2022
C9	Integration of the suggested methodologies in the teaching methodology curriculum - Testing	All HEIs - experts	Academic semester	

4 Useful Resources

- <https://www.european-agency.org/>
- <https://www.oecd-ilibrary.org/docserver/9789264130852-sum-en.pdf?expires=1658223064&id=id&accname=guest&checksum=E040D416B5149D6D22F8F2A76C9BF21A>
- <https://en.unesco.org/gem-report/Eurasia2021inclusion>
- https://ec.europa.eu/migrant-integration/library-document/supporting-inclusion-displaced-children-ukraine-education_en
- <https://www.european-agency.org/sites/default/files/te4i-synthesis-report-en.pdf>
- <http://www.ibe.unesco.org/en/news/reaching-out-all-learners-resource-pack-supporting-inclusion-and-equity-education>