Smart
Ecosystem for
Learning and
Inclusion

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D4.2

Executive Summary of Workshop Events

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PROJECT DESCRIPTION

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Consortium:

University of Eastern Finland, Finland, (UEF), Coordinator

Hacettepe University – Turkey (HUT)

Pedagogical University of Cracow, Poland (PUC)

Universidad Central "Marta Abreu" de Las Villas, Cuba (UCLV)

Universidad del Azuay (UDA) & University of the Armed Forces-(ESPE), Ecuador

Universidad de la República, Uruguay (UdelaR)

Federico Henríquez y Carvajal University, Dominican Republic (UFHEC)

Universidad Galileo, Guatemala (UGG)

Universidad Mayor de San Simón, Bolivia

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EXECUTIVE SUMMARY

This deliverable provides a report of part of WP4 - Development of the pedagogical aspects of the project. The report shows a summary of the general progress of the project during the period covered by the report. Describes the capacity building workshops organization and realization and adjustments made due to the COVID-19 pandemic. During the capacity building workshops, many teachers from partner countries had the opportunity to know the project and the SELI platform.

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1. Introduction

As part of the WP4 Development of the pedagogical aspects of the project, we organised capacity building workshops that were held in some of the partner countries namely: Brazil, Dominican Republic, Uruguay, Poland, and Turkey. These workshops aimed to disseminate the SELI project and to train teachers and pre-service teachers in the use of ICTs as a support tool for the teaching-learning process. On this occasion, the participants of each workshop had the opportunity to get to know and experience the SELI platform in different contexts of use.

Two workshops were held in Brazil: one in São Paulo and another in Brasilia. In São Paulo, students and teachers tested the SELI educational platform, which was still in its first version at that time. During the workshop that took place in Brasília, we discussed topics that involved the production of accessible didactic materials for the elderly. After exposing the theoretical concepts, the participants used the SELI platform, in one of its earlier versions of the implementation, to create these teaching materials.

Training to teachers to teach deaf people was the main topic of Dominican Republic workshop. This goal was achieved by the training of a group of 50 teachers that work with students with such condition, besides a workshop held at a national centre for disabilities.

In Uruguay there were workshops to disseminate the SELI project in three different cities: Montevideo, Melo and Rivera. In each of these cities, the workshops "Teaching EFL with open access tools for inclusion" and "Teaching English as a Foreign Language with open access tools for inclusion" took place.

Lectures on cyberbullying, including education and inclusion of older people were presented at the Workshop held in Poland. In practical activities, pre-service teachers tested the SELI education platform in terms of pedagogical courses.

During the workshop in Turkey, the International Seminar-New Trends and Research Challenges in Education took place, with lectures by each of the members of the SELI project present at the event for students and professors at Hacettepe University. In addition to this seminar, SELI team participated in a digital storytelling workshop conducted by the hosts, where each member had the opportunity to share their stories with each other.

This report describes these workshops.

2. Capacity building workshops

Next, a summary of the main aspects of the workshops that took place in Brazil, Dominican Republic, Uruguay, Poland, and Turkey will be pointed out.

2.1 Brazil

In Brazil, two workshops took place in November 2019: one in São Paulo and another in Brasilia. In addition to the Brazilian Team at least one representative from the following countries participated in these meetings: Finland, Poland, Turkey, Dominican Republic and Uruguay.

São Paulo Workshop took place from November 5th to 8th, 2019. On that occasion, in parallel to the workshop, some technical meetings to discuss about each WP results until that moment and the development of authoring tool took place. At this moment the SELI education platform was still in early stages of development but even so, we conducted user tests were carried out by teachers and students to collect information about the first users' experience and satisfaction when using the SELI platform. Twenty-six undergraduate and graduate students from Mackenzie Presbyterian University and seven professors participated in the tests. We evaluated some basic features of the authoring tool, such as the creation of courses by teachers and the consumption of these courses by students.

Some students testing SELI education platform at Mackenzie Presbyterian University.

At the end of these tests, the participants answered a questionnaire about their impression and efficiency when using the tool. It was an opportunity to observe the technical bugs that the tool presented at that time. The results show us some problems with usability, accessibility, and functionality of the platform. The detected problems were reported and sent to the Ecuadorian team, main responsible for the development of

the tool and its results were used, later, for the necessary improvements in the SELI education platform.

At Brasilia, during CBIE 2019 (Brazilian Congress of Informatics in Education), which took place from November 11 to 14, 2019, the workshop "Creation of Inclusive Digital Educational Material" was held. Twenty-five people from all over the country participated, most of them researchers and specialists who already work or are interested in the topic related to accessibility and digital inclusion. The procedures for this action were: lecture involving the declines suffered by the elderly; lecture on recommendations for creating accessible educational material for the elderly; group activity for the design of accessible educational material for the elderly, with a free theme; production of storytelling, presentation of the authoring tool being developed by the Ecuador team; participants' hands-on to implement their projects and storytelling in the authoring tool; research, through a questionnaire, answered by the participants of the workshop, about the ease of creating accessible educational material, the ease of creating storytelling and the usability evaluation of the platform. The workshop participants pointed out some difficulties in using the tool, which was reported to the development team.

Workshop Creation of Inclusive Digital Educational Material

It is worth remembering that, at the time of this workshop, the tool was still at the beginning of its development, so these difficulties were fully understandable. Even so, we realized, during the practical activities, that all participants understood how to use the platform to select or create materials accessible to the elderly and use these resources to improve their classes.

2.2. Dominican Republic

On January 22nd and 24th the Federico Henríquez y Carvajal University (UFHEC), Santo Domingo, Dominican Republic gave the workshop "Smart Ecosystem for learning and inclusion" within the framework of the International Seminar on Accessibility and Digital Inclusion to teachers of people with disabilities hearing, special education technicians and the Center for Comprehensive Disability Care (CAID). During these two days 50 persons (fundamentally people that work with disadvantaged groups) were instructed in: Virtual Learning Environment (VLE), Instructional Design, Flipped Classroom, Digital Storytelling, the use of the SELI platform, among other topics through the flipped classroom method.

Workshop "Smart Ecosystem for learning and inclusion" in Santo Domingo, Dominican Republic.

In general terms, the participants were satisfied with the information developed in the work sessions, where they highlighted that ICT tools are necessary for the development of academic content, since they can impact a diversity of people, attending to the needs presented. In the same order, the participants were able to self-evaluate and be able to identify the strengths and weaknesses in relation to the topics developed in the workshops, raising their awareness to improve in an aspect that allows them to use their strengths as a mechanism for positive inclusion in their classes.

Regarding to the Digital Storytelling tool, the participants felt comfortable being able to structure stories to use them as learning strategies, and see how it transforms their experience into didactic inputs so that students build meaningful learning, reinforcing good communication is the basis of the principle to achieve pedagogical objectives and

demonstrate that through the use of technological tools we can transform information to transcend borders and reach different recipients with different characteristics.

It should be noted in a special way that on the second day of the training two deaf teachers participated, and their hearing impairment was not an impediment to the successful development of the course, since other teachers acted as interpreters, which allowed an active participation during the course. development of the workshop.

In conclusion, it was evidenced that the participants showed a motivation to transform their teaching and social practices for the benefit of citizen inclusion, which allows progressively to eliminate exclusion borders, contribute to forming an integral society, where each citizen can develop talent without any discrimination, raise awareness in the common citizen of the responsibility to achieve the dream of an inclusive country that offers universal opportunities and is not limited to a favored group.

2.3. Uruguay

On February 11-17, capacity building workshops took place in Uruguay. The workshops happened in three different cities: Montevideo, Melo and Rivera, organized by Universidad de la República (UdelaR), Casa de La Universidad de Cerro Largo and CERP del Norte, respectively. At least one representative from Finland, Poland and Brazil participated in the meetings in Uruguay, in addition to the Uruguayan team.

In Montevideo, the "Colloquium in Computer Education 2020" was held, with the participation of 70 people. A member of the SELI project, Dr. Solomon Oyelere opened the conference with the lecture "Smart learning ecosystems with blockchain" and, subsequently, there were presentations of Uruguayan projects and research. Conferences on Cyberbulling (given by Dr. Lukasz Tomczyk from Poland), Learning Analytics (Dr. Libardad Tansini from Uruguay) and accessible education (Dr. Maria Amelia Eliseo from Brazil) were presented. There was a round table talks that introduced the SELI project to the event participants. In addition, the lecture "Digital ecosystem for learning" was held, to discuss the use of ICTs as a support in inclusive education. Twenty-two people participated in this lecture. Then, the workshop "Teaching English as a Foreign Language (EFL) with open access tools for inclusion" showed the use of the SELI education platform, with the participation of eight foreign language teachers. Participants had the opportunity to get to know and experience the SELI education platform to build EFL courses and reflect possibilities of it use in their classes. These last two events were also held in Melo and Rivera. In Melo, eleven people participated in the lecture "Digital ecosystem for learning" and in Rivera, thirty-three. Six people participated in the workshop "Teaching English as a Foreign Language (EFL) with open access tools for inclusion" in Melo and seven in Rivera. Although few people participated in the workshops in Uruguay, the event was marked by participation in radio and TV programs by members of the SELI project and publications about the event in local newspapers, contributing to the dissemination of the project in Uruguay.
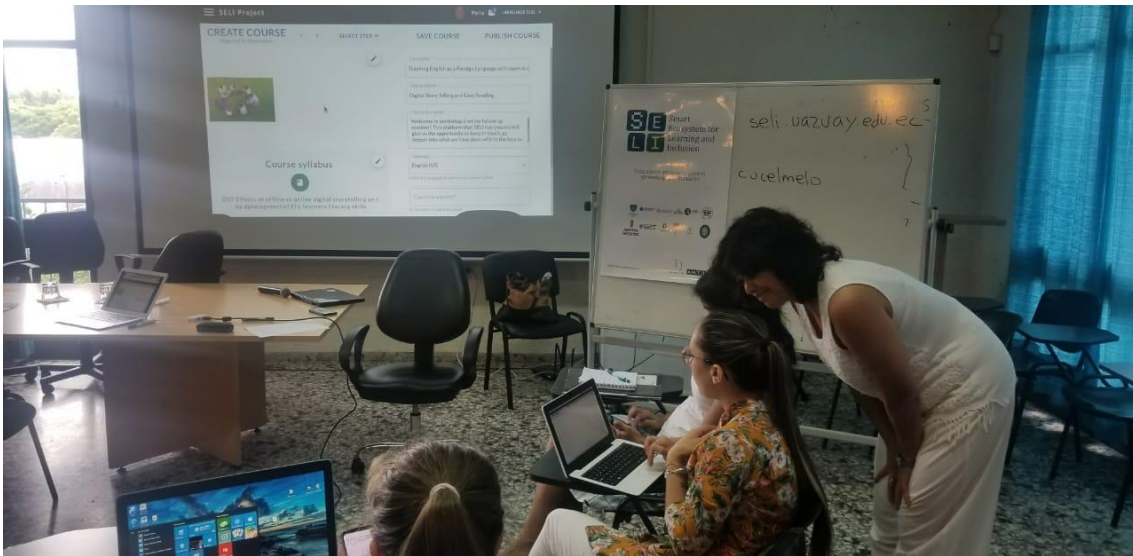
Workshop "Teaching English as a Foreign Language (EFL) with open access tools for inclusion" in Montevideo, Uruguay.

Lecture "Digital ecosystem for learning" in Melo, Uruguay.

Workshop "Teaching English as a Foreign Language (EFL) with open access tools for inclusion" in Melo, Uruguay.

Lecture "Digital ecosystem for learning" in Rivera, Uruguay.

Lecture "Digital ecosystem for learning" in Rivera, Uruguay.

Workshop "Teaching English as a Foreign Language (EFL) with open access tools for inclusion" in Rivera, Uruguay.

In Melo, members of the SELI project gave an interview about the project for the local TV program "Oscar al mediodía" by Melo TV Cable. Also publicizing the project, another interview was given by Dr. Ismar Frango Silveira to radio Emisora del Sur 106.9 FM de Melo. A note about the event that took place in Montevideo was published in La Diaria Educación (https://ladiaria.com.uy/educacion/).

Lukasz Tomczyk durante el encuentro uruguayo de la red Ecosistema Inteligente para el Aprendizaje y la Inclusión, el martes, en la Facultad de Ingeniería. Foto: Virginia Rodés

Note published in La Diaria Educación

Interview granted by Ismar Frango Silveira and Maria Amelia Eliseo for Melo TV Cable's "Oscar al mediodía" program about SELI Project.

In Montevideo, visiting members of the SELI project had the opportunity to visit and get to know Plan Ceibal. Plan Ceibal ("Conectividad Educativa de Informática Básica para el Aprendizaje en Línea", Educational Connectivity/Basic Computing for Online Learning) is a connectivity plan, implemented in 2007 following the "one laptop per

child" model. Every child and teenager who enters the Uruguayan education system (school and high school), receives a computer for personal use with free access to the Internet. This Plan was created with the objective of introducing ICT in public education. Moreover, it provides connectivity to preservice teacher education centers throughout the country. It has also installed video-conferencing devices deploying a nationwide network.

Visit to Plan Ceibal

2.4. Poland

On March 9 and 10, 2020, an international workshop was held under the Smart Ecosystem for Learning and Inclusion - SELI, in Krakow, Poland, organized by the Pedagogical University of Cracow. In addition to Polish hosts, researchers from Czech Republic and representatives of partner countries Finland, Ecuador and Brazil participated in this event.

On the first day, an internal workshop was held, which served as the basis for the SELI framework. On this occasion the lectures "Prevention of cyberbullying in more than two decades of research and educational activities" by prof. UAM Jacek Pyżalski and "Possibilities of Social Inclusion of Older People" by Ph.D. Oldřich Čepelk took place.

On the second day, the International seminar New trends and research challenges in pedagogy and andragogy took place. At the opening of this event SELI members made a small talk about SELI project: "Project assumptions" by Dr Solomon Sunday Oyelere & Dr inż. Łukasz Tomczyk, Inclusive Education in the Instructional Design by Dr. Maria Amelia Eliseo & Dr. Ismar Frango Silveira and Open-ended learning analytics for teachers by MSc. Tapani Toivonen.

After the presentations a test was carried out with the SELI educational platform were attended by around 70 students, teachers, and researchers. Students from pedagogical faculties got acquainted with the operation of the SELI platform, they got to know how to create and share courses. Each of the students was responsible for preparing their own mini-courses. Due to technical difficulties with the operation of the platform, steps were taken to improve the functionality of the platform and further stages. The meetings in March were crucial to increase the effectiveness of activities that took place in the following months. Between May and November, online activities were conducted (due to the lockdown to prevent the proliferation of the coronavirus) where pre-service teachers were able to create courses and publish on the SELI platform.

Small talk about SELI project in Krakow, Poland before testing SELI educational platform.

Students testing SELI educational platform in Krakow, Poland.

2.5 Turkey

In Turkey, the SELI Seminar and Digital Storytelling Workshop took place on 12 and 13 March in Ankara at Hacettepe University. In addition to the Turkish team, representatives from partner countries Finland, Ecuador and Brazil participated in this event. In the morning of the first day, in International Seminar-New Trends and Research Challenges in Education, part of event, SELI Project members made small talks to at least forty physical education pre-service teachers. Following are the talks:

- Opening of the seminar by Dr. Gıyasettin Demirhan & Özgür Yasar Akyar
- Educational objectives of the SELI Project by Dr. Solomon Sunday Oyelere
- Inclusive Education in the Instructional Design by Dr. Maria Amelia Eliseo & Dr. Ismar Frango Silveira
- Decentralizing certificates issue through Blockchain, the SELI project case by Dr. Juan Gabriel Barros Gavilanes
- Digital Storytelling Movement and Inclusion by Dr. Burcu Şimşek

In the afternoon and the morning of the next day SELI members participated of Digital Storytelling Workshop organized by Turkish Team. In this event, SELI members had the opportunity to share their stories while testing the SELI education platform. Digital Storytelling is a powerful tool for educational activities.

On the second day a discussion with Pre-service teachers about digital stories was scheduled, but it was cancelled because on this day because the Turkish government announced the lockdown to prevent the spread of the coronavirus due to the pandemic of COVID-19.

International Seminar-New Trends and Research Challenges in Education, in Ankara, Turkey

International Seminar-New Trends and Research Challenges in Education, in Ankara, Turkey

3. Plan for Future

The whole initiative behind SELI was a landmark for the collaboration among the research groups of the involved countries. The project allowed the conjunction of good pedagogical practices and theories, up-to-date technical achievements and proposals, and the expected social impact for the target groups.

The continuous dissemination of the SELI Project results, as well as the sustainability of this project, guaranteed by the universities that will keep local, mirrored versions of the ecosystem (at the moment, Finland, Ecuador and Brazil partners will be keeping mirrored servers for SELI). For 2021, some members of SELI will continue to receive financial support from their national agencies (namely, Brazil, Uruguay, Ecuador and Turkey). They plan to investigate deeply some aspects of the platform, perform new tests with teachers and students and develop new features. Furthermore, the members of the SELI Project have plans to keep the collaboration in the writing of scientific papers and in the conduction of brand new projects.

Some activities could not be carried out this year due to limitations resulting from the COVID-19 pandemic, such as the increase in the level of competence in elderly education supported by ICT services. The face-to-face classes for the elderly in Brazil were all cancelled throughout the year 2020, so we were unable to carry out previously planned activities such as tests with teachers to verify the efficiency of the SELI platform in its new version in the creation or adaptation of teaching materials for the elderly, and tests with elderly students to verify the accessibility and feasibility of courses supported by the SELI platform. These activities could be resumed in 2021, if the conditions are favorable to that.