



CARDET

CENTRE FOR THE ADVANCEMENT OF RESEARCH
& DEVELOPMENT IN EDUCATIONAL TECHNOLOGY



UNIVERSITY OF NICOSIA
ΠΑΝΕΠΙΣΤΗΜΙΟ ΛΕΥΚΩΣΙΑΣ

Empowering education through innovative tools: Case studies and findings

Charalambos Vrasidas, Petros Panaou, Katerina Theodoridou

www.vrasidas.com

www.cardet.org

vrasidas@cardet.org

This presentation has been produced with the financial assistance of the European Union and RPF. The contents of this presentation are the sole responsibility of CARDET and can in no way be taken to reflect the views of the European Union, RPF or the Republic of Cyprus.



Education and Culture DG

Lifelong Learning Programme



Ίδρυμα
Πρωτοθνης
Έρευνας



Overview

- Challenges of Education
- New Literacies
- 21st Century Skills
- Gamification
- Case Studies
- Lesson Learned



Challenges

Engagement

Interaction

Authenticity

Student Needs

Redefining Knowledge

21st Century Skills

21st Century Skills

Collaboration

**Knowledge
Construction**

ICT Use

**Self-Regulation
Reflection**

Communication

Problem Solving

**Global
awareness**

**Critical
Thinking**

Creativity



About the project

The objective of the SciFiEd project is to create and disseminate a SciFi in Education Toolkit, which will strive to convince, guide, and support educators in introducing Science Fiction in education, gather and develop experience and know-how in this field, organise it into solid and accessible bits of information, and make it available to stakeholders.

Project Aims

To promote quality and innovation in teaching Science by:

- designing significant learning contexts,
- using inexpensive creative materials,
- using specific scientific language
- promoting mobility of student teachers
- detecting misconceptions in teaching Science and introduce didactic interventions for the evolution of such misconceptions.

Latest News

CARET participates in workshop about Literacy



CARET recently participated in the Comenius Thematic Meeting on Literacy, Maths & Science "Together for Basic Skills" on the 6th and 7th of December 2012, which took place in Brussels. Dr. Charalambos Vrasidas ...

[read more...](#)

Outcomes of the training seminars for project SAFE Social Media



On October 10, 2012, the consortium of the Daphne project "Using New Media to prevent and combat against Media Violence" organized training seminars and workshops at the University of Nicosia. In the framework of the training and the workshops ...

[read more...](#)



Introducing Digital Latin Quarter

Digital Latin Quarter is primarily concerned with giving voice to young people, about cultivating attitudes, engendering awareness and understanding; about personal development and putting the Europe of tomorrow in the hands of the youth of today.

Using the medium of digital media production Digital Latin Quarter will support the development of responsible and informed young digital media-literate citizens and facilitate their access to the ubiquitous media channels of the virtual world for their personal development and growth. Building key competences of young Europeans to live and work as responsible, tolerant, respectful and innovative citizens in the digital age is at the heart of Digital Latin Quarter.

News

7.3.2013

The time is right for DLQ

New research from the USA has provided an indicator that the DLQ project is delivering a timely output in training young people in digital media.

<http://www.digital-latin-quarter.eu>



The Alphabets of Europe

AlphaEU uses digital media (ICT-supported image, sound, video, animation, hypertext, etc.) to enhance interactivity, stimulate curiosity, and encourage children to explore differences and similarities between languages and begin to formulate general ideas about how languages work. One of the project's innovative aspects is its equal focus on comparing language symbols (i.e. letters) in correlation to sounds.



Latest News

CARET participates in workshop about Literacy

CARET recently participated in the Comenius Thematic Meeting on Literacy, Maths & Science...

Kick-off meeting for AlphaEU

The project kick off meeting is scheduled to take place in Nicosia on Feb. 18-19, 2013. During...



Lifelong Learning Programme

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



authentic learning

Developing Real World Authentic Learning through the Partnership
of Schools and Enterprises



Ιδρυμα
Πρωτοβάθμιας
Ερευνας

ΔΕΣΜΗ
2009-2010



CYPRUS
CHAMBER OF
COMMERCE AND
INDUSTRY



Authentic Learning Model



(Herrington & Herrington, 2006; Vrasidas & Glass, 2005).

What Happens in an Internet Minute?



And Future Growth is Staggering



Technology Trends

- Mobile devices
- Video games & Play
- ebooks
- Virtual /augmented reality
- OER
- Personal Learning Environments
- MOOCs
- Learning Analytics
- BYOD

<http://www.nmc.org>



Affordances of New Media

- Personalization
- Access
- Collaboration
- Immediacy
- Connectivity
- Communication
- Presence
- Support



Gamification



“Gamification is the process of using
Game Thinking and **Game Dynamics** to
Engage Audiences and Solve Problems”

- **Gabe Zichermann**

Game Attributes

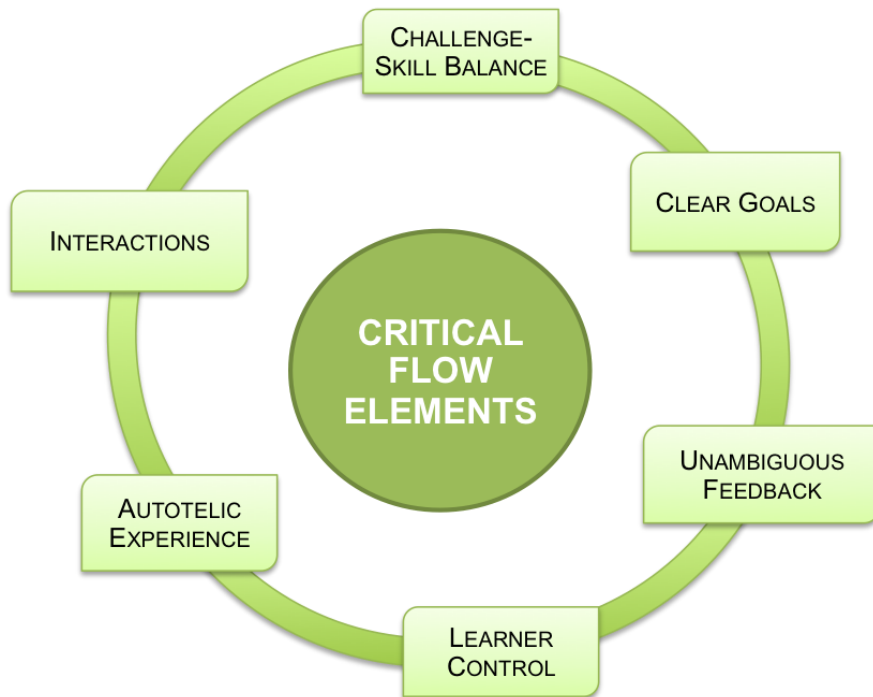
- Motivation
- Multimedia
- Active Engagement
- Competition
- Collaboration
- Interaction
- Feedback
- Levels
- Adaptive
- Assessment



<http://www.questatlantis.org/>

Games are **FUN!**

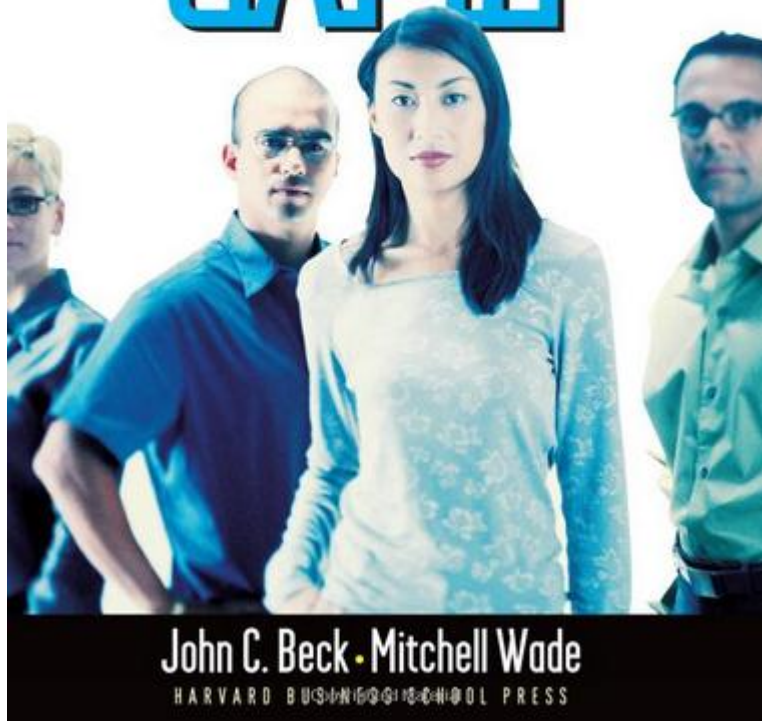
Elements of FLOW



1. Balance between challenge and skills	6. Learner control
2. Clear goals	7. Loose consciousness
3. Feedback	8. Sense of time
4. Connection with action	9. Autotelic experience
5. Concentration	10. Interaction

(Csikszentmihalyi, 1990, 1997; Csikszentmihalyi & Csikszentmihalyi, 1988; Yerasimou, 2011).

GOT How the Gamer Generation Is Reshaping Business Forever GAME



Improved skills

- Multitasking
- Problem solving
- Collaboration
- Leadership
- Strategy






mpg: 58.8avg

miles to E: 358

Drive efficiently and you are rewarded with a lush, leaf filled vine

 **autoinsane**

mpg: 26.9avg

miles to E: 361

As fuel mileage drops, leaves wither away

<http://tinyurl.com/d3t7nrl>



Gamification: Applied daily ... without “videogames”



Teacher Professional Development

with Maria Solomou

Teacher Professional Development

Quest Atlantis (www.questatlantis.org)



Quest Atlantis 3D Interface

Toolbar:

Menus and buttons to:

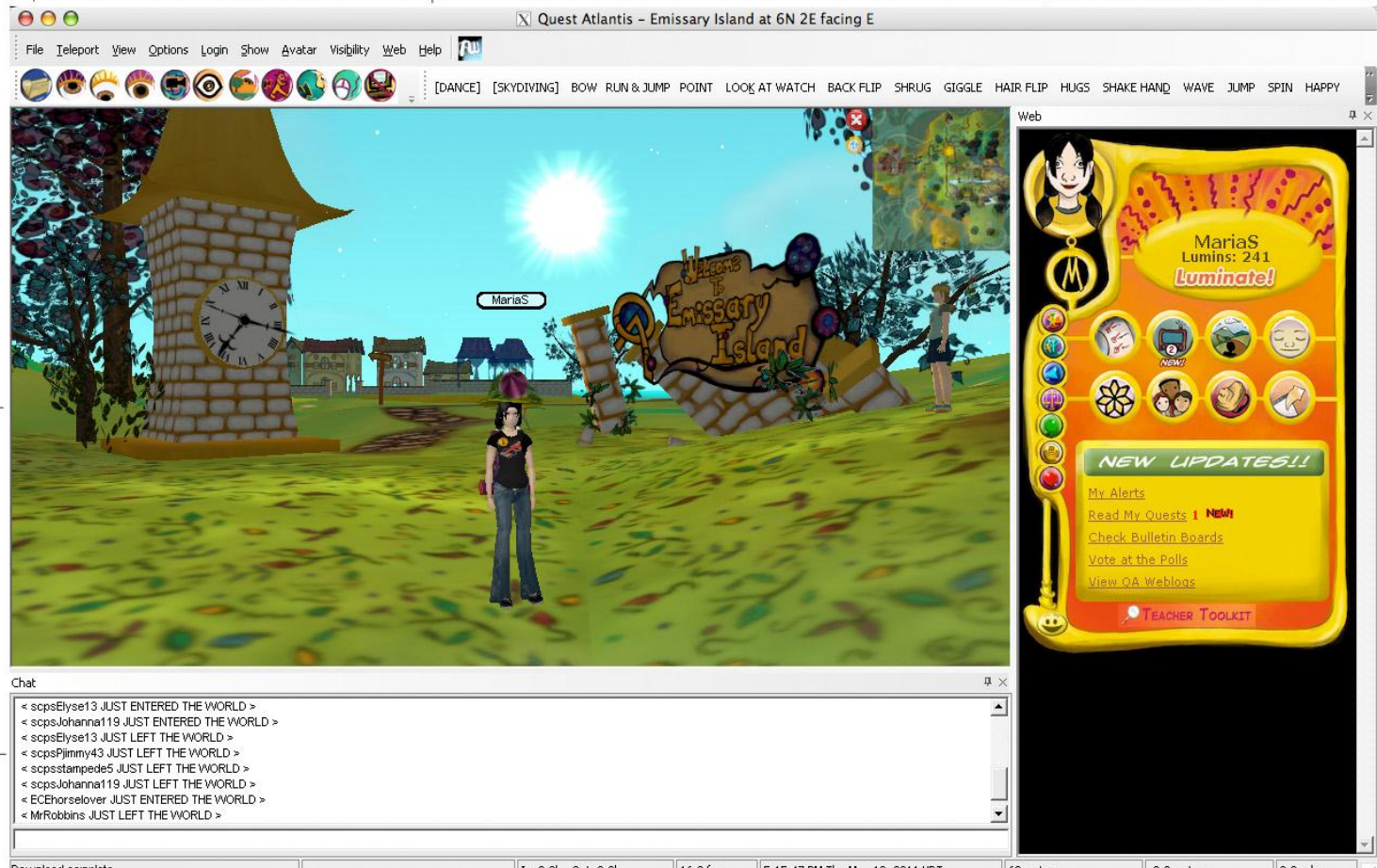
- Select avatar
- Control avatar expression
- Change between first and third person viewpoint
- Customize settings

Q-Pod:

- 2D controller
- Information page
- Quests
- Missions
- In-game email
- Blogs
- Links

Avatar:

- The virtual representation of the self
- Moves with keyboard keys or mouse.



Chat area:

Questers send instant messages to each other

Opportunities

Motivation

Knowledge building

**Understand the role of
Teacher**

**Understand complexities of
classroom context**

Challenges

English Language

**Time consuming / skills
navigating VLE**

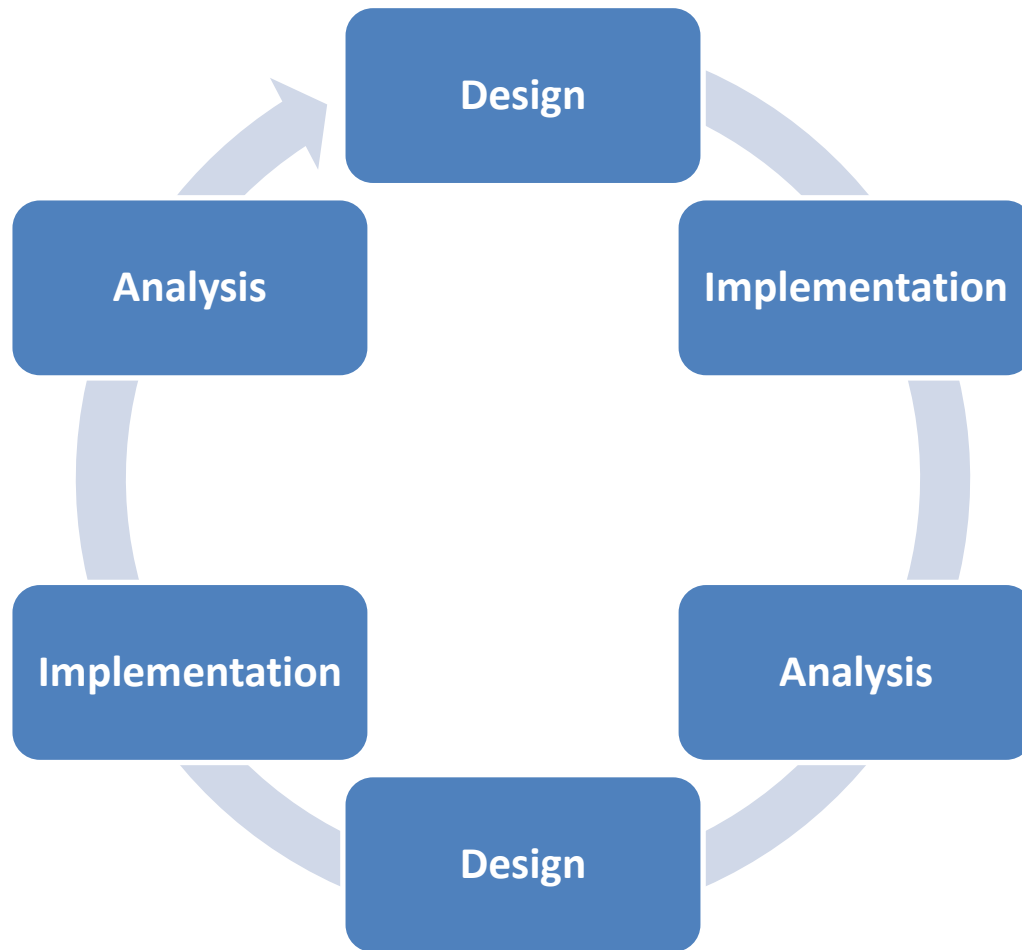
More feedback

Technology Challenges

Classroom Case Study

With Fotini Theodoulou

DESIGN-BASED REASEARCH



Guiding Questions

How can FoodForce be integrated in the classroom to support global awareness and social justice?

Which are the pedagogical affordances of VLE in supporting language learning?

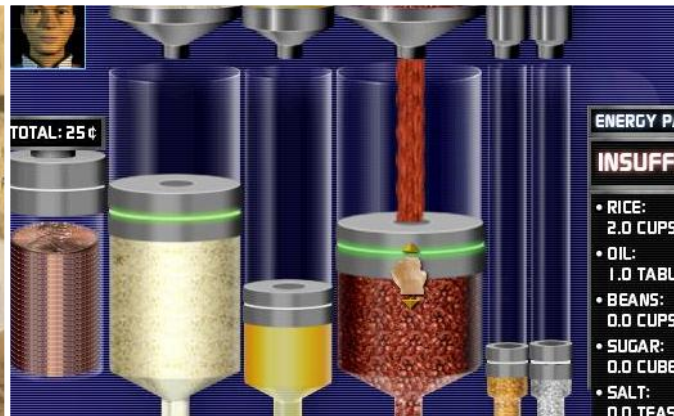
What challenges teachers face in integrating VLE in Cyprus public schools?

Approach

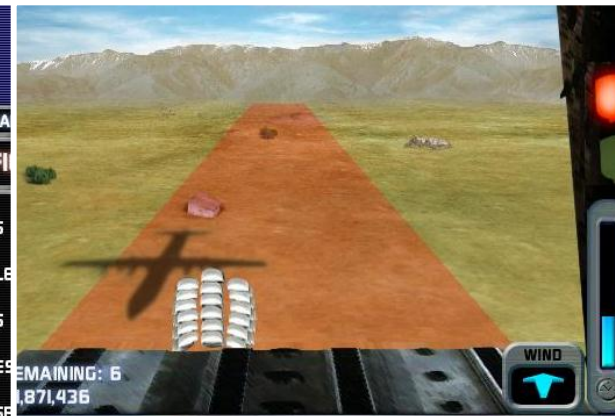
World Food Program Mission



Καταμέτρηση μέσω εναέριας παρακολούθησης



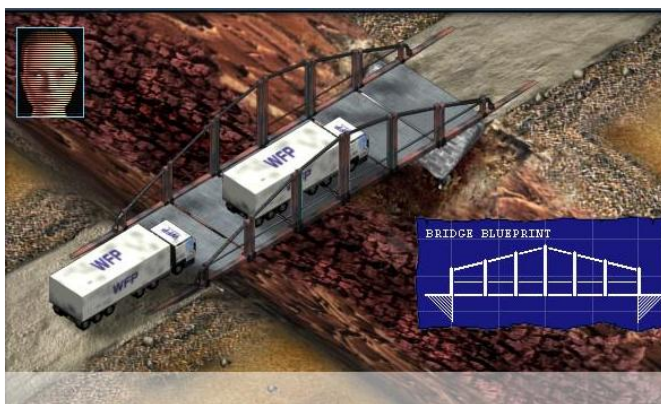
Δημιουργία κατάλληλου συνδυασμού προϊόντων



Παροχή βοήθειας



Αγορά τροφίμων



Πομπή φορτηγών



Ανασύσταση κοινωνίας

Implementation Approach



Aim of the year

6η ενότητα

ΕΝΕΡΓΟΙ ΠΟΛΙΤΕΣ ΓΙΑ ΤΗΝ ΥΠΕΡΑΣΠΙΣΗ ΟΙΚΟΥΜΕΝΙΚΩΝ ΑΞΙΩΝ

Σ' αυτή την ενότητα:

- Θα μελετήσουμε τις **δευτερεύουσες χρονικές προτάσεις** και θα δούμε τις **χρονικές σχέσεις** μεταξύ των γεγονότων και πώς αυτές εκφράζονται στο λόγο μας.
- Θα μελετήσουμε τους **υποθετικούς λόγους** και θα μάθουμε να τους χρησιμοποιούμε κατάλληλα για να δηλώσουμε τις προϋποθέσεις για την εκπλήρωση μιας ενέργειας.
- Θα συνειδητοποιήσουμε ότι **οι σημασίες μερικών λέξεων περιλαμβάνονται** στη σημασία μιας άλλης λέξης και αποτελούν εξειδικεύσεις της.
- Θα μάθουμε **να ορίζουμε** διάφορες έννοιες με την ακρίβεια και τη σαφήνεια που απαιτούνται σε κάθε περίπτωση.
- Θα μιλήσουμε για τη φτώχεια, την αδικία, την καταπίεση και τα άλλα **βάσανα του κόσμου** μας και θα δούμε **κριτικά** και **αυτοκριτικά** τη **στάση** μας απέναντι σ' αυτά.
- Θα μιλήσουμε για την αξία **της αλληλεγγύης** και θα σκεφτούμε με ποιες μορφές μπορεί αυτή να εκδηλωθεί σήμερα.

ΕΡΓΑΣΤΗΡΙΟ Η/Υ



3 lessons: 40' - 80' - 40'

(book, video, worksheets, notes, assessment sheet)

GAMIFICATION: Rules, Aims, Score

Data Collection

2 classes 3rd Gymnasium (26 & 25 students)
2 language teachers

1. Interviews

2. Observations (Video recordings)

3. Reflection Diary

4. Questionnaires (Pre Post)

5. Artifacts

Results

Engagement, collaboration, experiential learning

Συμμετοχή

«Σήκωσαν με περισσότερη τόλμη το χέρι τους, για να πουν την απάντηση». (κ. Αντιγόνη)

«Πέρασε η ώρα χωρίς να το καταλάβουμε!» (Άντρη)

«Μας έλκυε συνέχεια το ενδιαφέρον να συνεχίσουμε το μάθημα». (Γεωργία)

Συνεργασία

«Συνεννοηθήκαμε από πριν τι θα κάναμε... τις οδηγίες που πρέπει να εκτελεί ο καθένας». (Αδαμαντία)

«Συνδέεσαι περισσότερο με τους άλλους και αναπτύσσονται φιλίες». (Οδυσσέας)

Βιωματική μάθηση

«Είχαμε κάπως *πρακτική*... Ενώ στη θεωρία δε μαθαίνουμε πολλά πράγματα, μόνο στα λόγια, εδώ *το κάναμε κάπως στην πράξη*». (Γιάννης)

«*Καταλάβαμε ακριβώς τι εννοούσαμε*, όταν τα λέγαμε θεωρητικά.» (Κυριακή)

FLOW

Results

Knowledge construction

Positive attitudes

Νέες γνώσεις

«Τα μαθαίνεις **πιο εύκολα!**» (Ηλίας)

«Πριν δεν είχα και τόσες πολλές γνώσεις γι' αυτές τις οργανώσεις, τώρα έχω πάρει **πολλές γνώσεις.**» (Γεωργία)

«Για τον Παγκόσμιο Οργανισμό Σίτισης, δεν τον ήξερα προηγουμένως ή δεν ήξερα τη διαδικασία, για να πάνε τα τρόφιμα σε αυτούς που τα έχουν ανάγκη. **Τώρα τα έμαθα.** (...) (Παύλος)

Θετικές στάσεις

«Θα πούμε **χίλια μπράβο** σε τούτους τους ανθρώπους, αλλά... Σίγουρα πρέπει να θυσιάσεις πολλά πράγματα, για να πας εκεί!» (Κώστας)

«Δε με ενδιέφερε και τόσο πολύ (ενν. πριν). **Τώρα με ελκύουν οι οργανώσεις** και θα μπορούσα να βοηθήσω έτσι παιδιά!» (Γεωργία)

«Πιστεύω θα μπορούσα **να συμμετέχω κιόλας σε μια τέτοια οργάνωση**, γιατί μου φάνηκε ωραίο.» (Ευγενία)

Challenges

- Time (preparation & implementation)
- Curriculum (alignment and length)
- Learning design
- Assessment
- Classroom arrangements
- Language
- Technology

Recommendations

Teacher professional development

- Compulsory trainings for inspectors
- In the school training for teachers
- Design based research and teacher collaboration

Ongoing Teacher Support

- CPI online community
- Online resources with education games (EL)

Systemic Efforts

- Engage all stakeholders
- Assessment – Curriculum- Pedagogy

Relevant Projects

- Alphabets of Europe – AlphaEU (531092-LLP-1-2012-1-CY-KA2-KA2MP)
- Science Fiction in Education (527471-LLP-1-2012-1-CY-COMENIUS-CMP)
- Community Learning Social Networks - Harnessing Educational Assets & Addressing Educational Needs – NETBOX (519255-LLP-2011-IE-KA3-KA3MP)
- Digital Latin Quarter – DLQ (518520-LLP-1-2011-1-IE-GRUNDTVIG-GMP)
- Proposing modern E-Assessment approaches and Tools to Young and experienced in-service teachers –PREATY (526965-LLP-1-2012-1-GR-COMENIUS-CMP)
- Meeting teachers co-design needs by means of Integrated Learning Environments – METIS (531262-LLP-1-2012-1-ES-KA3-KA3MP)
- E-modules on HistoPathology: a valuable online tool for students, researchers and professionals HIPON (531203-LLP-1-2012-1-GR-KA3-KA3MP)
- [Lifelong Readers: A European Reading Promotion Framework for Primary School Librarians, Educators, and Administrators- LiRe (518250-LLP-1-2011-1-CY-COMENIUS-CMP)
- Make the Link (CI-NSAED/2011/53)
- Intercultural Joint Awareness Raising Action –INJAWARA- (DCI-NSAED/2011/180)
- Development, the MDGs and Beyond 2015” – A European Programme For Global Citizenship for University Students - Global Campus(DCI-NSAED/2011/92)



CARDET

CENTRE FOR THE ADVANCEMENT OF RESEARCH
& DEVELOPMENT IN EDUCATIONAL TECHNOLOGY



UNIVERSITY OF NICOSIA
ΠΑΝΕΠΙΣΤΗΜΙΟ ΛΕΥΚΩΣΙΑΣ

Empowering education through innovative tools: Case studies and findings

Charalambos Vrasidas, Petros Panaou, Katerina Theodoridou

www.vrasidas.com

www.cardet.org

vrasidas@cardet.org

This presentation has been produced with the financial assistance of the European Union and RPF. The contents of this presentation are the sole responsibility of CARDET and can in no way be taken to reflect the views of the European Union, RPF or the Republic of Cyprus.



Education and Culture DG

Lifelong Learning Programme



Ίδρυμα
Πρωτοβουλίας
Έρευνας

