

Türkiye'den Avrupa Yenilikçi Öğretim Ödülü (EITA) Kazanan Projeler



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Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for school education

Project Title

Creative and Innovative Training Based on Digital Materials and Games

Good practice example

European Innovative Teaching Award



Project Coordinator

Organisation ANKARA MILLI EGITIM MUDURLUGU

Address MEB Beşevler Kampüsü I Blok Yenimahalle , 06560 Ankara , Ankara , TR

Project Information

Identifier 2015-1-TR01-KA201-022167

Start Date Sep 1, 2015

End Date Aug 31, 2018

EC Contribution 399,081 EUR

Partners HACETTEPE UNIVERSITESI (TR) , Mersin Devlet Opera ve Balesi Mudurlugu (TR) , Základná škola Turnianska 10, 851 07 Bratislava (SK) , I Circolo Didattico San Filippo (IT) , DETSKA GRADINA MECHO PUH (BG) , Cromwell Primary School (UK) , Hitit Üniversitesi (TR)

Topics New innovative curricula/educational methods/development of training courses ; ICT - new technologies - digital competences ; Health and wellbeing

Project Summary

A sine qua non of successful learning is motivation: a motivated learner can't be stopped. Content to be learned by students and traditional methods are boring for digital natives. Teachers must do their best to adapt to this century and continuously work at learning the new technological language, whereas digital natives were born into retrieving information, problem solving, and communicating with this technology. Moreover, pre and primary school teachers graduate from the university without specifications for teaching art, music, english, physical education and are inadequate in the methodology of teaching basic algorithm and coding which is essential in 21st century.

The aims of this project were a) to prepare new international creative digital learning materials in art, music, english, physical exercise and algorithm, technology integrated game based learning in early childhood education, b) train teachers in ICT literacy, Educational Technology and Gamification to become leaders with deeper understanding and mastery of educational technology and game based learning , and support teachers and schools via the Adaptation Guide, Digital Support Library and Information Management System. Provincial Directorate of Education of Ankara, Hacettepe University, Hitit University and Provincial Directorate of Opera and Ballet in Mersin from Turkey together with Kindergarten "Mecho Pooh"(Bulgaria), I Circolo Didattico San Filippo (Italy), Základná škola Turnianska (Slovakia) and Cromwell Preschool and Nursery and Infant class (England) built a diverse and specialized team with academicians, teachers, programmers, graphic and animation specialists, artists, musicians and athletes in order to prepare innovative and creative game based digital material modules supportive for preschool and primary school teachers. 996 students (3-7 years) and 134 teachers participated directly in this study. After the determination of the global content with all partners, 5 digital learning modules in english, art, music, physical exercise and algorithm & coding were prepared by the Information and educational technologies department of Ankara MEM and integrated to the traditional curriculum with an "Digital Material Adaptation Guide". The development of students in the related skills were determined by a) Pretest- Post test assessment in Bulgaria, b) computer based assessment within the modules, c) Observation based evaluation forms during the classroom and real life experiences (concert and opera). Teachers were trained for 5 days in an short term staff training for introducing these game based materials to students, implementing them with supportive traditional activities and evaluating the students in both computer based assessment and observational assessment via scientific scales and questionnaires. A control group was included from local Turkish preschools and Bulgaria to eliminate the effect of maturation on skill development during the study. An online teacher training was prepared in order to improve teachers ICT literacy, knowledge in 21st century skills and gamification and teachers were also trained in the Educational Technology and Gamification trainings for an effective use of technology in preschools and K12 classes. Teachers also practiced photography and digital photography and Montessori Method in a short term staff training.

Students improved in English vocabulary, motor skills, art and music knowledge and critical thinking skills as well as emotional skills and cultural development compared to students that learned with traditional methods. Results of this longitudinal quasi-experimental study with Scientific evaluation and statistical analysis (SPSS) were shared on International Technology Summits in 2016, 2017 and 2018, International FIEP Congress 2018 and also published in scientific journal. Students gained a positive attitude in physical exercise and increased physical activity level, learning a second language, whereas teachers gained an expanded insight to 21st century's learning skills and improved their ICT literacy and practiced gamification in class. All digital modules, materials and LMS for teachers will be shared via www.dmcit.org and www.playlearntrain.org websites for the next years.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for school education

Project Title

Improvement of teaching techniques by eye tracking in technology enhanced classrooms

Good practice example

European Innovative Teaching Award



e-Teach

Project Coordinator

Organisation MIDDLE EAST TECHNICAL UNIVERSITY
Address DUMLUPINAR BULVARI 1 , 06800 ANKARA , TR

Project Information

Identifier 2017-1-TR01-KA201-046748
Start Date Sep 1, 2017
End Date Dec 31, 2020
EC Contribution 318,047 EUR
Partners Damasistem Yazilim, Bilisim, Egitim, Danismanlik Ar-Ge ve Tic. Ltd. Sti. (TR) , UNIVERSITA DEGLI STUDI DI SALERNO (IT) , Druskininku "Saules" pagrindine mokykla (LT) , Cenk Yakin Ortaokulu (TR) , OGRETMEN AKADEMISI VAKFI (TR) , ISTITUTO COMPRENSIVO GRAGNANO 3 STAGLIE PARCO IMPERIALE (IT) , MINISTRY OF NATIONAL EDUCATION (TR) , VILNIAUS UNIVERSITETAS (LT)
Topics Research and innovation ; New innovative curricula/educational methods/development of training courses ; ICT - new technologies - digital competences

Project Summary

New tools and devices are developed and put in front of human use. In a study, which is performed by Gunuc and Kuzu (2015) it is reported that there exists a positive relationship between student engagement and technology use in class. Mashhadi and Kargozari (2010) defined the technological devices that support teaching in classroom as; software, programs, networks, web, video player, data projector, overhead, computer, television monitors, and so forth. During this technological change, teachers are the primary users of technology in the classroom, and they are much critical than the technology that is being used. Kirkwood and Price (2013) and Koc (2013) also stated the change will be promoted by teachers. Many previous studies revealed that teachers do not have the necessary skills for using these new technological devices and they try to escape from using ETEs in their classes.

Teachers are very critical in the usage of the equipment provided in the classroom. But in the reality, the usage of technology by teachers is not as high as expected. Muir-Herzig (2003) reported that there is an extremely low means of technology use among teachers, and training is needed for the teachers to apply technology as a tool for their curriculum. And she also told that teachers need to receive basic training before technology is placed in the classrooms. It may not be enough to make the classrooms educational technology equipped; teachers should be trained before for the beneficial usage of these equipment in teaching lessons.

The last output O5 of the project which is the learning contents consisting of In-class technology interaction practices will be disseminated by multiplier events in every participating country. Further dissemination will be realized from the project web site on the Internet. The development of the digital learning contents, project web site and hosting of those materials are in the Applicant's responsibility. The project site and contents will support 5 language of the participating countries and English which will also allow for other European Countries to benefit from the outputs.

Eye movement data for expert and novice teachers in four different countries will be collected during their classes and compared in order to reveal expertise in teaching with ETEs. The proposed methods and techniques that are used by experts from different countries will be compared and a common suggestion will be proposed. The different teaching techniques that are used in different geographical regions of the Europe will be determined and reported. These outputs will be used to design and develop pilot e-learning contents for the in-class technology interaction practices. In the pilot study, the e-learning contents will be used for the education of the novice teachers. The pilot phase of output O5 which are the results of A18 will be used for the education of the novice teachers from P6 Cenk Yakın Ortaokulu. After being educated; The novice teachers' eye movements, and behaviors (gests and mimics) before the activity will be compared with their eye movements after the activity. This will also be the evaluation of the overall project outputs.

Participants and participating organizations will acquire the knowledge of benefitting from eye tracking technology determining unconscious expert knowledge. Target groups; that are VET providers, Teachers, academicians, technical schools and university departments will acquire the knowledge of teaching their lessons with ETE. Our primary number of participants is 340, but the overall and achievable number of teachers is about 1.875.000 in participating countries. This number would increase across Europe, since the result will be usable and available across Europe.

The expected impact of our project is to fulfill this lack of knowledge of teachers. By using the results of this project; teachers will be enabled to make use of new technology in their lessons. The indirect beneficiaries of this project are children that are educated in technology enabled classrooms, which become highly popular in many of the European countries.

Key personnel of the P2 DamaSistem; Ozgur ESEN is currently studying PhD in Instructional Technology. The Subject of his PhD Thesis is "Comparison of Expert and Novice Teachers' Behaviors In an Educational Technology Equipped Classroom With Eye Tracking" which is consistent with this proposal's subject. The key personnel of METU Prof. Dr. Kursat Cagiltay is the supervisor of that PhD thesis. Analysis of classroom dynamics

with eye tracking technology is a very new topic and there is very limited research on this area. Since these research results will be easily applied to the teaching practice, it will have a very high impact on education. So, the results of the project will be easily published in high impact journals and presented in high quality conferences and on the Erasmus+ dissemination platform.

(PS:References are given as a separate file)

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for Schools Only

Project Title

WEB 2.0 EDUCATION TECHNOLOGIES

European Innovative Teaching Award

Project Coordinator

Organisation DR. ILHAMI TANKUT ANADOLU LISESI
Address HURMA MAH 256 SOK , 07075 KONYAALTI , Antalya , TR

Project Information

Identifier 2017-1-TR01-KA219-045675
Start Date Sep 1, 2017
End Date Aug 31, 2019
EC Contribution 98,940 EUR
Partners 51 Secondary School "Elisaveta Bagryana" (BG) , Istituto Istruzione Secondaria Superiore E. Fermi (IT) , Städtisches Berufskolleg für Wirtschaft und Verwaltung (DE) , 5o GENIKO LYKEIO KARDITSAS (EL)
Topics New innovative curricula/educational methods/development of training courses ; ICT - new technologies - digital competences ; Intercultural/intergenerational education and (lifelong)learning

Project Summary

Spreading the innovative education technologies into every field of education-training process we aimed that we will make the students become active, make the lessons become more attractive and make school become not only obligation but also entertainment.

By means of our project taking the advantage of the students' interests to technology we intended to enhance them to give more importance to their lessons and to be more active and to be able to reach all kinds of intelligence. Introducing our students with innovative education technologies we wanted to show the reality that school is also a window opened to the world for them. By this way we aimed to contribute them to see that education-training is not a process which should be started and finished or may be given up whenever they want, it is unlimited and pleasant journey. Also, these days when information technologies cross borders we believe that our teachers, who educate the scientists, teachers, doctors and engineers of the future, should be qualified in EU standards, are able to use innovative approaches in education and also have to educate international qualified students. In order to make our teachers and students have information and equipment appropriate to EU criterions, we objected to contribute to the adaptation of the education system of the community countries.

By means of our project our students improved their skills of language and digital literacy, got the opportunity of practicing innovative technologies via web 2.0 tools and communicated face to face and on the Internet and also had cultural exchange. Our goal was to encourage the student groups who have different opportunities to use equal facilities in education by means of cooperation and sharing, to improve the teaching capacity and competence of teachers, to be able to administer the group works inside and outside the classroom and to transport the capability of using the new and innovative education technologies to the classrooms.

Our project was carried out by 4 partners. All partners had the same desire, goal, conditions and students' age range. That visual and auditory materials improve learning of the students is the pedagogical real which is known by everybody. Using innovative education technologies in every field of education we planned that our students became more active, lessons became more attractive and school became not only an obligation but also an enjoyable place.

By means of our project we aimed that the students would give more importance to the lessons, be more active and we hoped to reach all kinds of intelligence. Via innovative education technologies we wanted to show the students that the school is also a window which is opened to the world. We aimed that they would search with pleasure by using innovative education technologies, improve themselves by sharing their studies and learning criticizing/being criticized, enhance their self-confidence via the success and feedback by feeling the sense of being liked.

As all partners we carried out web 2.0 tools first in our schools, shared our knowledge, our experiences, products and then worked step by step in order to disseminate our project. During this period, we used the Internet active and benefited from all opportunities in order to advertise our project and works. We believed that our students would care to school and lessons much more and accordingly their success would improve. The success strengthened the relationship between students and school. An educated youth protects the values such as democracy, freedom, respect to diversities and superior of law.

We did 3 TPM (in Turkey, Greece and Italy) and 4 LTTA (in Bulgaria, Greece, Italy and Turkey).

Each partner also got individual tasks.

TURKEY set up website and created e-book. BULGARIA prepared a drama-video on global equality and cultural diversity. GREECE prepared logo and poster of the Project and organized voting. ITALY sang and composed our Project song.

WEBSITE

www.web2educationtechnologies.weebly.com

E-BOOK

https://issuu.com/ilkay4/docs/e_book_wet_english

BROCHURE

https://issuu.com/ilkay4/docs/wet_bro__r_english

In each mobility we learnt, introduced, presented and applied 14 different web 2.0 tools:

First Mobility: Learning Designer, Mindmeister, Zoobe, Survey Monkey, Mentimeter, Edmodo, Explee, QR Code Generator and Reader, Dotstorming, Slideshare, Emaze, Educreations, Momentcam, Autorap

Second Mobility: Voki, Blabberize, Jigsaw, Comic Creator, Writecomics, Toondoo, Tagul, Getloupe, Sway, Issuu, Animoto, Genial.ly, Plickers

Third Mobility: Blendspace Myidol, Flipsnack, Quiver, Aurasma, Code.org, Photopeach, Phostermymwall, Goanimate, Storybird, Prezi, Kizoa, Biteable, Tricider

Fourth Mobility: Joomag, Flixpress, Padlet, ThingLink, Fantashow, Powtoon, Quizlet, Kahoot, Actionbound, Cram, Scratch, StudyStack, Storyjumper, LearningApps.

Students and teachers got the chance of linguistic, digital development and cultural exchange. We disseminated our project on ERASMUS DAYS.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for school education

Project Title

Healthy Digital Life for Pupils

Good practice example

European Innovative Teaching Award

HD-LIFE
PROJECT

Project Coordinator

Organisation ERCIYES UNIVERSITESI

Address REKTORLUK BINASI MELIKGAZI , 38039 KAYSERI , TR

Project Information

Identifier 2018-1-TR01-KA201-058610

Start Date Oct 15, 2018

End Date Nov 14, 2020

EC Contribution 128,627.13 EUR

Partners UNIVERSITAET ZU KOELN (DE) , UNIVERSITAT DE BARCELONA (ES)
, Kayseri Emniyet Mudurlugu (TR)

Topics Health and wellbeing ; Early School Leaving / combating failure in
education ; ICT - new technologies - digital competences

Project Summary

The European Commission's Communication "A new skills agenda for Europe: Working together to strengthen human capital, employability and competitiveness" proposes ways to address the skills challenges that Europe is currently facing. The aim is for everyone to have the key set of competences needed for personal development, social inclusion, active citizenship and employment. Digital competence is one of these and the key components of digital competence are summarized in 5 title by the European Commission. One of them is "Security". Security aims to understand risks and threats in digital environments, to know about safety and security measures and to have due regard to reliability and privacy, to be able to avoid health-risks and threats to physical and psychological well-being while using digital Technologies, to be able to protect oneself and others from possible dangers in digital environments (e.g. cyber bullying) and to protect personal data and privacy in digital environments. For the information and data literacy, the main competences are to analyze, compare and critically evaluate the credibility and reliability of sources of data, information and digital content, to analyze, interpret and critically evaluate the data, information and digital content.

The latest findings of the EU Kids Online Research Project strategically increase the importance of these two qualifications: Compared with 2010, 11-16 year-old group's exposure to hate messages increased from 13% to 20%, exposure to pro-anorexia sites increased from 9% to 13%, exposure to self-destructive internet sites increased from 7% to 11%, and cyber-bullying exposure increased from 7% to 12%. The European 9-16 age group says that what they see on the internet online in 2014 affects them higher, from %13 to %17. According to a scientific study conducted by Ege University, the daily life of 60% of young people is adversely affected by internet usage habits. It is stated that the negative impact on the life of the person in this frame means problematic usage, and according to the findings of the survey, it is stated that the rate of problematic internet usage in our country is very high among the youth. Some research findings reveal the need for young people at the secondary level to be able to control the use of the Internet and be directed to be beneficial to their education and lives. Moreover, according to these researches, the problematic aspects of the relationship that students establish with the internet have a negative effect on their academic achievements.

The proposed project is based on this problematic issue, and has identified secondary school students as the primary target audience as they have become more confident internet users with more varied habits in transition period to a more independent phase.

The project will enable the target group members to manage and / or raise awareness of digital issues through:

- (1) Training teachers who are primary individuals (guides) in a way that they can respond to their needs about "healthy digital life".

- (2) Raising awareness of them and their parents

The original aspect of the project is that it does not address digital issues at a single level, as in the case of internet dependency. The project approaches the efforts to overcome digital problems with a holistic perspective and moves from the concept of health.

Designed as 24 months, the project is built on 4 interconnected categories of activities. In this context:

- (1) The Category of Administrative Activity:

It aims to ensure that the project outputs are an integral part of the objectives and expected results.

- (2) The Category of Capacity Building Activity in the Field of Research:

It will be implemented in a multi-methodological design to provide support for the back-plan information of the project's products as a continuation of the online security and healthy digital life debate that unveils the project proposal.

- (3) The Category of Capacity Building Activity in the Field of Education and Human Resources:

It includes use and dissemination activities related with the issues that may be a source of concern of Internet

and mobile communication technologies, and the intellectual outputs to overcome these problems positively. In this context, the open educational resources will be designed by separating from traditional methods and utilizing the possibilities offered by the digital world, and will focus on audiovisual elements that facilitate learning and remembrance in multiple environments.

(4) The Category of Dissemination Activity:

It includes a set of activities (website, visibility materials, media planning, country seminars, workshops, conference etc.) related to the sectoral and geographical expansion and dissemination of the project.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Learning Mobility of Individuals
Action Type: School education staff mobility

Project Title

PLAY MORE LEARN MORE

Good practice example

European Innovative Teaching Award

Project Coordinator

Organisation Kazim Karabekir ilkokulu

Address Kazim Karabekir Mah. 1034 Sk. No:2 , 34225 Istanbul , İstanbul , TR

Project Information

Identifier 2019-1-TR01-KA101-069824

Start Date Sep 1, 2019

End Date Aug 31, 2022

EC Contribution 13,288 EUR

Topics New innovative curricula/educational methods/development of training courses ; Early School Leaving / combating failure in education ; ICT - new technologies - digital competences

Project Summary

Background

Games have a very important place in the development process of children. Studies conducted between the ages of 5-9

It shows that the concepts or subjects that are wanted to be taught to children can be taught more easily through games.

Considering that new generation students cannot imagine a world without computers, internet and even computer games, it is aimed to create learning environments with educational digital games compatible with the curriculum in order to meet the needs of our students in the 21st century.

Our "Play More Learn More" project:

In order to meet the needs of our teachers to make the educational environment interesting by following technological developments closely and using technology-based methods and techniques in education,

Thanks to the learning environments to be created with game-based learning and gamification activities, we have carried out our goals to increase the motivation of the students and make them eager for the lesson, to help them overcome school phobia, to purify the negative effects of technology on students and to provide our students with 21st century skills.

Objectives

In order to improve and develop the specific needs of our school, this project is aimed to contribute to our institution in many areas:

- *Our teachers learn the usage areas of educational computer games in Europe.

The learning needs of our students in this area were met.

- * We have improved our teachers' competencies in ICT

- * We have increased the quality and efficiency of education and training,

- * Reducing low achievement in core competencies and developing relevant, high-level and innovative skills, we succeeded in motivating students and making learning environments interesting and fun,

- * Encourage student collaboration, creative and critical thinking through media and digital literacy we developed

- * We have improved the professional, language and communication skills of our teachers,

- * We reduced the number of absenteeism by preventing early school leaving by making educational environments interesting,

- * We improved the foreign language skills of our participants,

- * We have expanded the use of technology in educational environments,

- * We have developed intercultural awareness,

- * We have created an important educational vision covering the European dimension of our staff,

Implementation

Within the scope of preparation, implementation and evaluation studies, the following studies were carried out:

As soon as our project was accepted, our coordinator teacher made a presentation about the content and purpose of our project, and the in-house project was introduced, and information was given on all the work carried out throughout the project.

Pre-course language skills were improved by enabling 6 of our participants to take courses at B1 level.

A contract was signed with the course company,

By running our project in eTwinning in order to disseminate our project, we have helped all our partners to receive the European Quality Label.

Our project's website and social media accounts (Instagram, Facebook) were created.

We participated in Erasmusdays activities within the scope of project dissemination activities.

We prepared our project book and shared it with all the schools in our district.

For project evaluation, we measured the impact of our project on our teachers by applying pre-test and post-test at the beginning and end of the project.

In order to measure the impact of our project on the academic success of our students, we formed control and experimental groups and made evaluations to reach quantitative data.

Achievements

As a result of the project, we will meet our needs in our strategic plan and the professional creating technology-based learning environments by minimizing the deficiencies in

We have achieved the goals of our project.

We can summarize the results of our project on our institution, teachers and students as follows.

We increased the rate of teachers who have sufficient knowledge about game-based learning, one of the computer-based learning methods, from 6% to 81%.

The rate of our teachers who use technology effectively in their classrooms has increased from 49% to 91%.

As a result of the studies carried out on the control and experimental groups, it was observed that the academic achievement of our students increased by 55% in our classes where Game Based Learning and Gamification activities were applied.

Participation in EU projects created a positive perception about the school and increased our recognition in our district, in our province, in our country and in Europe.

Provide individuals with the opportunity to reveal their potential, physical,

While maintaining their mental and spiritual development, their academic success levels

We have provided a high quality and enjoyable education and training opportunity.

Link to project card: [Show project card](#)

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for school education

Project Title

Designing Future Innovative Learning Spaces

Good practice example

European Innovative Teaching Award



Project Coordinator

Organisation MINISTRY OF NATIONAL EDUCATION

Address ATATURK BULVARI NO: 98 BAKANLIK LAR , 06510 ANKARA , TR

Project Information

Identifier 2019-1-TR01-KA201-076567

Start Date Sep 1, 2019

End Date Aug 31, 2022

EC Contribution 206,346.5 EUR

Partners Zakladni skola Dr. Edvarda Benese (CZ) , Centro Autonómico de Formación e Innovación (ES) , EUN PARTNERSHIP AISBL (BE) , UNIVERSIDADE DE LISBOA (PT) , HACETTEPE UNIVERSITESI (TR) , Verein zur Förderung digitaler Bildungsangebote (AT)

Topics ICT - new technologies - digital competences ; New innovative curricula/educational methods/development of training courses ; Pedagogy and didactics

Project Summary

Background

Design FILS project aims to improve the quality of innovative learning environments, promote the adoption of innovative teaching and learning practices, and restructure teacher training to support the adoption of teaching activities. The project is closely associated with European SchoolNet's Future Classroom Lab (FCL) model that encourages teachers and trainers to rethink the role of pedagogy, technology and learning space design in their schools. In addition, Design FILS project is also related to another Erasmus+ project, NOVIGADO, the aim of which is to support schools and related stakeholders in the transition from a conventional and teacher-centred classroom into teaching practices that promote active learning with the support of innovative learning environments and use of relevant ICT. The common priorities of these initiatives are to stimulate the adoption of innovative learning practices in innovative learning spaces and contribute to the enhancements in the quality of education in these projects.

The most important needs we have addressed are those of students and teachers at schools for innovation. Designing learning environments that go beyond traditional pedagogy and enable students' learning by doing, will support the development of students' problem-solving ability, critical thinking, productivity, teamwork as well as digital skills, which are defined as basic skills for the 21st century. Moreover, Design FILS project focuses on improving teachers' professional development on technology-enhanced pedagogy in innovative learning spaces in Design FILS project, which is important to help schools more efficiently use learning spaces for stimulating active learning of students.

The main reason why this project is implemented internationally is related to promotion of sharing best practices and lessons-learned, exchanging different country examples and involving different stakeholders (teachers, researchers, teachers' trainers, etc.). Within the scope of this project, examples of good practices on innovative learning spaces in Austria, Spain and Türkiye were examined through onsite field visits, as well as the exchange of good practices in Belgium, Czechia and Portugal through virtual learning, teaching and training activities during the Covid period. By analysing best practices, developing outputs based on this practices and organizing Pan-European training contributed to providing EU level standardisation of the trainings in the innovative learning spaces. Therefore, the teachers who will change their teaching practices and methodology of innovative learning spaces attended Design FILS course developed at EU standards through online training platform (intellectual output) , and Design FILS project reached a greater audience in both national and European level.

Objectives

Design FILS project promotes innovation and technology-enhanced learning inside schools, classrooms and teachers' practices. In this sense, we achieved the following objectives by implementing the project:

- Promoting collaborative work and professional teaching skills.
- Supporting teachers' acquisition of skills required by the 21st century, such as problem solving, critical thinking, productivity, teamwork and digital skills, in innovative learning environments designed in parallel with the goal of 'transforming knowledge into skills'.
- Analyzing good practices and best implementation models on innovative learning spaces involving different stakeholders (teachers, researchers, teachers' trainers, etc.) at European level.
- Developing theoretical background and evidence-based approach for the project and creating "Methodological

Framework for Innovative Classroom Trainings” in order to improve the innovative learning spaces that can be implemented throughout EU

- Developing strategies and guidelines for pedagogical approach and creating “Guidelines for Trainers” that supports teachers and trainers on how to employ innovative teaching strategies in today’s classrooms, how to effectively embed ICT in it and also how to renovate the spaces in order for the learning and teaching practices that take place in them really presents to be innovative and productive in promoting 21st century skills.
- Designing learning and teaching resources and creating sample learning scenarios and activities that will enable the students to deepen in the conceptual learning process.
- Supporting real practice by applying these scenarios in innovative learning spaces by strengthening the skills of teachers to develop interdisciplinary learning scenarios with the project partners.
- Developing evaluation tools which assess and evaluate the quality of training.
- Designing open education platform and provide online training platform for teacher trainings in order to support scenario-based learning in a multi-disciplinary way is one of the main innovative outputs and enable these trainings to reach a greater audience in both national and European level.
- Providing EU level standardised trainings for Pan European trainers, national trainers and teachers in innovative learning spaces.
- Encouraging the use of innovative educational resources/practices and the creation of inclusive and enriched learning environments.
- Supporting the dissemination of good examples and practices in innovative learning spaces within European Commission’s Digital Education Action Plan

Implementation

We implemented all the following activities:

- Organizing project management meetings (29 online meetings) to plan, develop, monitor all the project activities and outputs throughout the project.
- Developing the following intellectual outputs;
 - 1- “Methodological Framework for Innovative Classroom Trainings”
[https://designfils.eba.gov.tr/uploadfiles/designfils_01_mf_english.pdf] providing a theoretical and methodological background for the Future Innovative Learning Space Design Project.
 - 2- “Guidelines for Teacher Trainers on Innovative Classrooms”
[https://designfils.eba.gov.tr/uploadfiles/O2-Guidelines/EN_Guidelines-for-teachers-trainers.pdf] contributing to promote innovation and technology-enhanced learning inside schools’ classrooms and teachers’ practices
 - 3- “O3 Scenario-based learning activities”- 12 scenarios with 10 videos on YouTube
[<https://designfils.eba.gov.tr/uploadfiles/Learning-Scenarios-new-tr.pdf>] and the document “Scenario-Based Learning: Literature Review around key themes to support FILS Scenarios”
[https://designfils.eba.gov.tr/uploadfiles/O3-literature-rewiev-Final_v7.pdf] presenting literature review around the key themes chosen for Future Innovative Learning Space (FILS) Scenarios, the key pedagogical approaches, their benefits, challenges, and key principles of implementing them. The themes of the learning scenarios are aligned with the Methodological Framework for Innovative Classroom Training, and encompass approaches that require careful consideration of learning space and use of technology for teaching and learning.
 - 4- “Evaluation tool for training” enabling to receive feedback from teachers and trainers on the Design FILS course.
 - 5- “Online Training Platform” [<https://designfils.eba.gov.tr/course/>] training teachers and trainers to focus on the various fundamental aspects related to the transformation of learning and teaching spaces, and the methodological and pedagogical changes inevitably associated with this transformation.
- Performing Design FILS course at the following steps:

- 1- Pan-European Trainer Training: Training 13 Pan-European trainers from Türkiye, Spain and Czechia
 - 2- National Trainer Training: 70 teacher trainers from Türkiye, Austria, Spain and Czechia
 - 3- National Teacher Training: 2867 enrolled teachers (2023 certified teachers out of 2867)
- Adopting and promoting the scenario tool [<https://fcl.eun.org/scenario-tool>] from NOVIGADO project to develop learning scenarios in Design FILS course.
 - Monitoring Design FILS course process, and providing trainers with the necessary information, guidance and tools in order to engage teachers in planning and implementing in innovative learning spaces.
 - Evaluating quality of the Design FILS course via IO4, and developing a training evaluation report (as English) based on the data collected from IO4.
 - Translating all the intellectual outputs into 5 languages from the original English version (Turkish, Spanish, Portuguese, German and Czech) to examine best practices on innovative learning spaces.
 - Performing 3 onsite LTTAs - “Innovative Pedagogies and Technology in Innovative Learning Spaces” in Austria, “Best Practices on Future Innovative Learning Spaces” in Türkiye and “Principles for Developing Future Innovative Learning Spaces” in Spain. Here you can find a video [<https://twitter.com/CAFIgalicia/status/1547310104181194760?s=20&t=jH12LnmzeiAdRuPVWXkUwQ>] regarding the Santiago’s mobility (July 2022).
 - Organising 20 virtual LTTA sessions on innovative learning space design, technology integration, active learning and innovative pedagogical approaches and learning scenario development during the Pan-European Trainer Training in September-November 2021.
 - Organizing an international multiplier event - international Design FILS Conference- with 100 participants in Istanbul, Türkiye on 20-21 June 2022.
 - Disseminating and exploitation of the project activities and results at local, national and European level

Achievements

Intellectual Outputs

- Intellectual output 1 Methodological Framework for Innovative Classrooms Trainings – this document was developed in English, and translated into 5 languages (Turkish, Spanish, Portuguese, German and Czech).
 - Intellectual output 2 Guidelines for Trainers – the document was developed in English, and translated into 5 languages (Turkish, Spanish, Portuguese, German and Czech).
 - Intellectual output 3 Scenario-based learning activities – 12 scenarios with 10 videos on YouTube and the document “Scenario-Based Learning: Literature Review around key themes to support FILS Scenarios”, translated into 5 languages (Turkish, Spanish, Portuguese, German and Czech).
 - Intellectual output 4 Evaluation Tool – we created pre-course-post-course-self-review questionnaires to assess and evaluate the quality of Design FILS course and give feedback for users and content creators. The questionnaires were integrated into the online training platform/ Design FILS course, and they were translated into 5 languages (Turkish, Spanish, Portuguese, German and Czech). In addition, we are developing a training evaluation report (as English) based on the feedback of trainers and teachers enrolled in the course.
 - Intellectual output 5 Online Training Platform – the platform development process includes three separate tasks: content creation, implementation and evaluation the course.
1. creating content: we created the Design FILS course as online training for trainers and teachers. The content was collaboratively developed by the partners and identifies innovation in learning spaces, Designing future innovative learning spaces, Technology-enhanced learning, Innovative pedagogies and Learning Scenarios. The content was translated into 5 languages from the original English version (Turkish, Spanish, Portuguese, German and Czech). CAFI also adapted this course to the e-learning platform for teachers in Galicia (Fprofe-PLATEGA).
 2. Implementing: We arranged an online training “Designing Future Innovative Learning Spaces-Design FILS” with 13 Pan-European trainers (10 Turkish, 2 Spanish and 1 Czech participants) between 27 September 2021

and 3 November 2021. Second, we organised the second online Design FILS training with 70 teacher trainers (49 Turkish, 3 Spanish, 10 Austria, and 8 Czech) between 10 January 2022 and 18 February 2022. Finally, we promoted the online Design FILS training with 2867 enrolled teachers (2023 certified teachers out of 2867) (1825 Turkish, 61 Austrian, 30 Czech, 107 Spanish participants) between 4 April and 18 May 2022.

3. Evaluating: we got feedback from trainers and teachers on the Design FILS course via O4, and we are developing a report (as English) based on the feedback to evaluate the quality of the training.

Learning Teaching Training Activities

- LTTA- we carried out 3 LTTAs “Innovative Pedagogies and Technology in Innovative Learning Spaces” with 14 participants (10 Turkish, 4 Spanish) in Austria on 9-13 May 2022, “Best Practices on Future Innovative Learning Spaces” in Türkiye on 20-24 June 2022, “Principles for Developing Future Innovative Learning Spaces” with 9 participants (8 Turkish, 1 Austrian) in Spain on 4-8 July 2022. Here you can find a video [<https://twitter.com/CAFIgalicia/status/1547310104181194760?s=20&t=jH12LnmzeiAdRuPVWXkUwQ>] regarding the Santiago mobility (July 2022). In addition, we organised 20 virtual LTTA sessions on innovative learning space design, technology integration, active learning and innovative pedagogical approaches and learning scenario development in September-November 2021 for the trainer training at the Pan-European level.

Teacher Training

- The number of the participants in teacher trainers in Türkiye as 49 persons which was 30 initially and registered teachers for the education in Spain was 150 initially and appeared to be 219 in practice. Moreover, for the FLLWiEN part, as FLL organized five "Hexagonal" events for stakeholders at FLL.Wien (presentation of all five laps of the project), 61 certified trainers and users of the MOOC could be stated as 67 percent of the members finalised all the modules and graduated successfully. In the platform, there were more than 3000 total registered users (targeted:1750) within the Design FILS Online Training Platform.

- Multiplier event – we held an international Design FILS Conference with 100 participants in Istanbul, Türkiye on 20-21 June 2022.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for school education

Project Title

Code is Loading

Good practice example

European Innovative Teaching Award

Project Coordinator

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Project Information

Identifier 2018-1-TR01-KA201-058963
Start Date Nov 1, 2018
End Date Oct 31, 2021
EC Contribution 181,289 EUR
Partners LICEO SCIENZE UMANE "E.GIANTURCO" (IT) , AGRUPAMENTO DE ESCOLAS DOMINGOS SEQUEIRA (PT) , UNIVERSIDAD DE CASTILLA - LA MANCHA (ES) , Centrum Edukacyjne EST (PL) , Ali Osman Sönmez Mesleki ve Teknik Anadolu Lisesi (TR) , Bálint Márton Általános Iskola és Középiskola (HU) , EUROPA TRAINING (UK) LTD (UK)
Topics ICT - new technologies - digital competences ; Open and distance learning ; New innovative curricula/educational methods/development of training courses

Project Summary

Within the project, firstly the status of the coding in the curriculums of partner countries was examined. Afterwards, a situation analysis was created by taking the opinions of teachers and students related to coding and programming thanks to the questionnaires which were prepared for both the teachers and the students specifically. With this analysis results, an international online sharing platform (www.codeisloading.com) was established. Various programming language terms, resources, videos, visuals and various teaching materials were provided in this platform for those who want to learn coding programming. With this digital platform; users (mainly students) could share the blocks of code they have prepared. Viewing, examining and developing shared code blocks by other users from other countries increased student-learning cooperation and user interaction, contributed positively to the commitment of the individuals to the school and to the motivation of learning. The primary target group were the pupils who are directly interested in coding and people who were willing to learn, tend to code, know a programming language or wants to learn how to code.

The platform suited everyone's fancy from beginner coders to professionals. In addition, each project partner organized webinars every month for 12 months for the use of a defined coding language. They took nearly one hour and were prepared by experts in the field of coding and there will be high-level information sharing with users. Through the webinars, users had the opportunity to ask questions to the experts, viewed sample applications and evaluate their own coding projects.

Besides the online coding platform, the project also included other innovative outputs. Partner schools organized 2 or 3 days of coding camps (workshops) for students during the project period. Particular importance was given to interaction and participation in these activities and the role of persons with disabilities and their participation was particularly encouraged. Then coding competitions were organized. In these competitions, students tried to create software in determining a theme or a solution to a problem within a certain period of time.

With the implementation of the project outputs, while learning to code in addition to learning mathematical and computational ideas, pupils also learned strategies for solving problems, designing projects, and communicating ideas. These skills were useful for everyone regardless of age, background, interests or occupation. Furthermore, these skills helped them to face many situations they find in life and enabled them to better collaborate between humans and machines.

- Students gained problem-solving, spatial thinking and analytical thinking skills thanks to coding activities.
- The learning habits and culture of students, cooperative working, learning skills, learning by teaching computers were improved.
- A free and easily accessible international learning and teaching atmosphere which is independent of time and space was created.
- Students of the same age were brought together on an online international platform, they worked together, peer learning was provided.

The Code is loading project was completed in 36 months in total, with the 12-month extension period given due to the pandemic. Production of intellectual outputs of the project and the realization of its activities were fully completed. There were 5 Transnational Meetings and 1 Learning, Teaching, Training activity with all partners in order to reach the previously indicated goals of the project.

Coding training is a new approach that was in all curriculums of all countries in the world at present and it is also very popular in the world. Thus, it is foreseen that the outputs of the project will be followed up internationally and will be model educational materials for many schools and institutions.

'Code is Loading' will empower the digital leaders of today & tomorrow.

Link to project card: [Show project card](#)

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for school education

Project Title

Social and Emotional Skills Development at Early Childhood Education

Good practice example

European Innovative Teaching Award



Project Coordinator

Organisation YILDIRIM ILCE MILLI EGITIM MUDURLUGU

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Contact İBRAHİM ONUR GÖKDOĞAN

Project Information

Identifier 2020-1-TR01-KA201-094111

Start Date Dec 31, 2020

End Date Aug 30, 2023

EC Contribution 118,908.2 EUR

Partners Kauno lopselis-darzelis "Giliukas" (LT) , BURSA ULUDAG UNIVERSITESI (TR) , WINDMILL INTEGRATED PRIMARY SCHOOL LIMITED (UK) , Szabó Pál Általános Iskola és Alapfokú Művészeti Iskola (HU) , Istituto Comprensivo Garibaldi-Leone (IT)

Topics Early childhood education and care ; New innovative curricula/educational methods/development of training courses

Project Summary

Background

The proliferation of digital technology usage areas, screen addiction and the increase in the time spent on technological devices and the gradual decrease in outdoor playgrounds have a negative impact on the social and emotional development of children and cause problems such as social adaptation, school attendance and academic success. The increase in these problems has revealed different difficulties on the school, family, teachers and children in the school starting period.

- To reveal the framework of the problems and difficulties experienced by children during the adaptation period to school, to take measures against the problems and difficulties that arise, to develop positive social and emotional skills in children.
- To make educators realize the importance of social and emotional development in early childhood and integrate games and children's books with drama methods to ensure their professional development.
- To observe the different adaptation processes carried out in the partner schools, to organize the adaptation processes to the school and to support all stakeholders (families, students and educators)

Objectives

- Minimizing anxiety in children by developing social and emotional skills, encouraging positive attitudes, creating a school atmosphere that stimulates the excitement of learning,
- Teaching a new training method to teachers and supporting their application of this method inside and outside the school, and increasing their professional development.
- To improve the quality of the school integration process

Implementation

Within the project's scope, three learning/training activities, two transnational project meetings, six online meetings and dissemination activities were carried out.

Achievements

- Good practices were brought to the fore by examining school adaptation programs among partner countries and making educational and programmatic comparisons.
- A map of the social and emotional problems experienced in the process of adaptation to school was created, and application examples and suggestions were created for teachers, children, and schools to support positive skills of these problems.
- School, Family, and Teacher development plans were prepared.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for school education

Project Title

INtegrating Special-needs Individuals into Digi-holistic Education

Good practice example

European Innovative Teaching Award

Project Coordinator

Organisation Antalya İl Milli Eğitim Müdürlüğü
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Project Information

Identifier 2020-1-TR01-KA201-093698
Start Date Dec 31, 2020
End Date Dec 30, 2023
EC Contribution 280,304 EUR
Partners ASOCIACION DE INVESTIGACION DE LA INDUSTRIA DEL JUGUETE
CONEXAS Y AFINES (ES) , AKDENİZ UNIVERSITY (TR) ,
UNIVERSIDAD DEL PAIS VASCO/ EUSKAL HERRIKO
UNIBERTSITATEA (ES) , UNIVERSITY COLLEGE DUBLIN, NATIONAL
UNIVERSITY OF IRELAND, DUBLIN (IE)
Topics ICT - new technologies - digital competences ; New innovative
curricula/educational methods/development of training courses ;
Disabilities - special needs

Project Summary

Background

WHY

++ The need for

- * an innovative module that adapts digital competencies not strategically but in practice
- * an open digital source with digital materials for students with MID
- * training for digital/holistic adaptation for SEN teachers
- * international cooperation on SEN and Digital integration

NEEDS ADDRESSED

+ Social inclusion and digital integration & + Innovative Practises in the Digital Era

- *the need for an innovative module adopting a digital perspective in SEN
- *to create free digital educational resources with a Creative Commons license with digital content in themes under the Social Adaptation Skills course
- *to strengthen the strategic and structured cooperation between higher education institutions to enable SEN teachers to embrace an innovative Digi-holistic module in classes
- *the need for students with MID to acquire social adaptation skills through innovative digital content

+ Strengthening the Teaching Profession Profile

- *to develop a recommendation policy on digital inclusion in SEN
- *to adapt to digital changes in education at the organisational level
- *to increase SEN teachers' and SEN parents' pro-European-minded digital literacy skills and increase awareness for digital inclusion of the disabled in society

Objectives

By implementing Project INSIDE, the project team aimed to

- + strengthen the strategic and structured cooperation between higher education institutions to enable SEN teachers to embrace an innovative Digi-holistic module in classes
- + develop high-quality early childhood education systems (in line with the ECEC Council Recommendation) about teaching-learning materials
- + enable students with MID to acquire social adaptation skills through innovative digital content
- + create free digital educational resources with a Creative Commons license
- + develop a recommendation policy on digital inclusion in SEN
- + adapt to digital changes in education at the organisational level
- + increase SEN teachers' and SEN parents' pro-European-minded digital literacy skills and increase awareness for digital inclusion of the disabled in society
- + maintain effective partnerships for cooperation, which will solve common problems
- + develop our institutions' internationalization strategies and networking

Implementation

1. TPM MEETINGS:

The first meeting was held online because of COVID-19. The milestones & constraints of the project, objectives,

context, communication channels, reporting system, and responsibilities of each partner were presented.

2nd, 3rd and 4th Meetings

2. LTT 1 DESIGN OF DIGI-HOLISTIC TEACHING/LEARNING MODULE

The activity was held as an academic workshop. The participants worked actively to evaluate the objectives of Social Adaptation Skills from each other's SEN curriculum components.

3. LTT 2 ARTICULATE STORYLINE 360 TRAINING

12 experts from the AMONE had Articulate Storyline 360 training to improve their gamification skills.

4. PILOTING OF INTELLECTUAL OUTPUTS

The academicians visited the associated schools to test the e-learning platform and its content with SEN students & teachers.

5. MULTIPLIER EVENT IN IRELAND

We merged the dates of the final TPM and Ireland ME to attend the conference as speakers to 6 participants.

6. MULTIPLIER EVENT IN TURKIYE

144 participants included SEN teachers, primary school teachers having inclusive classes, psychological counsellors, school administrators, and local authorities. The meeting was held as a workshop for participants in a conference hall for two days.

7. DISSEMINATION

Achievements

OUTPUTS (IO)-RESULT(R)

IO1: 'Digi-holistic Teaching/Learning Module' was prepared for SEN teachers to use the digital contents prepared.

R1. The structured cooperation between higher education, regional authorities, and schools enabled SEN teachers to embrace the innovative module.

IO2: 36 digital content (with 3 sections) was created under the 'Social Adaptation Skills' field. Themes covered; PERSONAL CARE, LIFE SKILLS, SHOPPING, EMOTIONAL AWARENESS, COMMUNICATION, INTERPERSONAL RELATIONSHIPS, DECISION-MAKING, SELF-PROTECTION, LEISURE TIME, DIGITAL LITERACY

R2. Teachers/parents activated students with MID in the learning process.

R3. The technical experts gained awareness about the production stages of digital content in the EU.

IO3: An open-access and content-rich e-learning platform was created and provide tailor-made materials for SEN stakeholders.

IO4: An Academic Reports kit including the scientific data analyzed and 3 blog entries, 2 articles, a book chapter, and a congress report were formed.

R4. SEN teachers' & parents' digital literacy skills and awareness of digital inclusion were increased.

R5. The feedback of the parents and teachers revealed the need for digital supportive materials in SEN education for policymakers.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for school education

Project Title

Fit to Belong: Design and implementation of teaching and learning materials to mitigate loneliness in youth

European Innovative Teaching Award



Project Coordinator

Organisation Manisa Sosyal Bilimler Lisesi
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Project Information

Identifier 2019-1-TR01-KA201-076895
Start Date Sep 1, 2019
End Date Dec 31, 2022
EC Contribution 334,119 EUR
Partners Technikum Informatyki Edukacji Innowacyjnej (PL) , ASOCIACIJA TAVO EUROPA (LT) , ASSOCIAÇÃO NOVO MUNDO AZUL (PT) , OS Petar Lekovic (RS) , THE UNIVERSITY OF EXETER (UK) , Audiovisual Technologies Informatics and Telecommunications BV (BE) , THE UNIVERSITY OF MANCHESTER (UK)
Topics Inclusion - equity ; Health and wellbeing ; Social responsibility of educational institutions

Project Summary

Background

This project was initiated following publication in the UK of the results of the BBC Loneliness Experiment – a large scale global survey that explored the role of belongingness in different cultures. In the publication, it was clear that a lack of belonging was a common, but often confusing, experience for adolescents. In the Manisa Social Sciences High School, teachers and counsellors had been discussing that issue, and they contacted the UK researchers that were behind the BBC Loneliness Experiment to see if they could work together to better understand issues of belonging in their adolescents and build a strategy to support adolescents during difficult transition periods. Together with other schools and youth organizations across Europe they developed the Fit to Belong Project to look for common solutions to help young people manage their loneliness experiences. From the beginning of the projects adolescents from 5 countries were involved in the research, in the design, development, testing and evaluation of the theoretical framework, the support materials and the app that help reinforce feelings of belongingness within adolescents.

Objectives

The importance of the issue of social wellbeing was highlighted again not only by the BBC experiment that was at the origin of our project, but also by the special Horizon report "The mental health and well-being challenge in FE and HE" which demonstrated again clearly the importance of wellbeing for learning. Furthermore the Covid pandemic has very clearly highlighted the crucial need for attention to well-being in schools and with adolescents. Because of a lack of ready to use support materials for teachers, counsellors and youth workers in this domain, Manisa Social Sciences High School agreed with the other partners to explore what the issues are and what teachers, counsellors and youth workers themselves can do to alleviate the feelings of loneliness in this target group. Therefore the immediate changes the project envisaged were new approaches to belongingness in the schools and youth organisations, and consequently a positive effect of that on the adolescents. Furthermore the project aims to raise awareness of the results achieved in the wider community around schools and youth organisations and to offer them solutions and suggestions to help adolescents feeling a greater sense of belongingness.

Implementation

Under the coordination of Manisa Social Sciences High School, the project undertook the following activities:

- project coordination meetings between the partners in order to maintain a clear and common understanding of process and objectives,
- a large scale academic research on the subject of belongingness in adolescents, in academic and grey literature, and comprising a qualitative survey with adolescents in 5 countries,
- based on the research and during co-design sessions both online and face to face researchers, teachers, counsellors, youth works and adolescents worked together to propose and design teaching, learning and support materials based on the framework resulting from the research
- face to face and online meetings organised at critical intervals during the project to ensure the involvement of adolescents in the design and evaluation phases.
- the same methodology was used to develop an app to reinforce feelings of belongingness in collaboration with the technical partner.

- all outcomes were tested in all partner organisations
- the outcomes were published and presented at dissemination events and through press and online communications

Achievements

The project Fit to Belong intended to develop useful solutions that have a real impact on the feeling of belongingness of adolescents within their natural community: their school, home or youth organisation. The project produced these concrete outcomes: (1) a researched and validated pedagogical framework that defines and describes the issue and offers methods and strategies to teachers, youth workers and counsellors to overcome the issues of belongingness within their community; (2) teachers, youth workers, and counsellors have built teaching, learning, and guidance materials based on that framework and tested those in real life situations in their schools and organisations; (3) Together with the adolescents the project team has developed an application that is accessible online anywhere anytime and that responds to the needs of the adolescents: the Fit2Belong app addresses on a permanent basis a need for social wellbeing and belongingness within a community of adolescents, whenever or wherever the adolescent feels the need. All these formal and informal learning and teaching materials support adolescents to create a sense of value and belonging within their environments and communities.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them