TÜRKİYE ULUSAL AJANSI
TURKISH NATIONAL AGENCY

2021
EUROPEAN INNOVATIVE
TEACHING AWARD

Karma ve
uzaktan
öğrenme

Erasmus+
Yaşamları zenginleştiriyor, ufukları açıyor.
2021 - 2027

AVRUPA YENİLİKÇİ ÖĞRETİM ÖDÜLÜ

2021 Yılında Ödül Alan Projeler

Bu kitapçık, Avrupa Yenilikçi Öğretim Ödülü (European Innovative Teaching Award-EITA) kapsamında 2021 yılında Türkiye'den ödül alan projelere ilişkin bilgileri içermektedir.

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Avrupa Yenilikçi Öğretim Ödülü (European Innovative Teaching Awards-EITA) Nedir?

Avrupa Yenilikçi Öğretim Ödülü (EITA) Erasmus+ Programı çerçevesinde uygulanan ve fark yaratan öğretim uygulamalarının sergilenmesi, bu anlamda istisnai katkılar sağlayan öğretmenlerin/eğitimcilerin ve okullarının çalışmalarının tanınırlığının sağlanması ve bu çalışmaların teşvik edilmesi için, 2021 yılında başlatılan bir girişimdir.

EITA 2021 Teması: Karma ve Uzaktan Öğrenme

Ödüller her yıl belli temadaki uygulamalara verilecektir. 2021 yılı teması "uzaktan, karma/harmanlanmış (blended) yada hibrit öğrenme olarak belirlenmiştir. Ödüller 4 farklı kategoride verilmektedir:

- Okul Öncesi Eğitim Kategorisi
- İlköğretim Kategorisi
- Orta Öğretim Kategorisi
- Mesleki Eğitim Kategorisi

Avrupa Yenilikçi Öğretim Ödülü (European Innovative Teaching Awards-EITA) hakkında daha detaylı bilgi için Avrupa Komisyonunun internet sitesini ziyaret edin:

https://ec.europa.eu/education/education-in-the-eu/european-education-area/european-innovative-teaching-award_en

Bu kitapçık, Erasmus+ Proje Sonuçları Platformu'ndan derlenmiştir.
Daha fazla proje için Erasmus+ Proje Sonuçları Platformunu ziyaret edin:

https://ec.europa.eu/programmes/erasmus-plus/projects_en

Creative and Innovative Training Based on Digital Materials and Games

Good practice example

Project Coordinator

Organisation ANKARA MILLI EGITIM MUDURLUGU

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 skola 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

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

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 skola 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 athlets 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 Montesorri 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:

https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-TR01-KA201-022167

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

Improvement of teaching techniques by eye tracking in technology enhanced classrooms

Good practice example

e-Teach

Project Coordinator

Organisation MIDDLE EAST TECHNICAL UNIVERSITY

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 Yakın 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

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

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 the 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 expertize 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 (jests 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*

WEB 2.0 EDUCATION TECHNOLOGIES

Project Coordinator

Organisation DR. ILHAMI TANKUT ANADOLU LISESI

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

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

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, Phostermywall,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 ERASMUSDAYS.

Link to project card:
https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-TR01-KA219-045675

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

Healthy Digital Life for Pupils

Good practice example

HD-LIFE PROJECT

Project Coordinator

Organisation ERCIYES UNIVERSITESI

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

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

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 ınformation 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:
https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2018-1-TR01-KA201-058610

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

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