



Erasmus+

Co-funded by the European Union



YESict

Contribution – Output 10

Summary of Redesign activity



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INTRODUCTION

Output 10 "Redesign", was not to produce deliverables such as reports or guides. It was more of a process of continuous improvement to achieve a redesign of the different tools or materials produced under the project. It was a form of quality management of the project.

The process was divided into four phases: "plan, do, check, and act" (planning, implementation, verification and improvement). In this case :

- We set specific goals for the different products development (ICT tools, non ICT tools, curricula, pedagogical materials), in total transparency between project partners.
- We worked as a team for this achievement, in a collaborative and cooperative way.
- We measured the results continually: follow up, analyses, compare results, assess the impact of precious actions and innovations. This will be an important step through YESict project, thanks to the various experimentations planned: 1 pilot experimentation and 3 experimentations of the definitive methodology in each country appointed for this task (France, Spain, Denmark and Cyprus).
- We improved needed points, always exposing in a transparent way made modifications and issues.

Those four analyses set out in the output 09 "experimentation report" served as a basis for the continuous improvement.

Finally, the redesign output will provide:

- Final entrepreneurship curricula for promoting entrepreneurship in school environments
- Final ICT tools as support of the methodology
- Final non ICT tools as support of the methodology
- Final pedagogical material as support of the methodology

This short document will help evaluators to follow changes in pedagogical methodology and tools developed.

Four ways of Improvement

After a thorough discussion, partners decided to redirect the redesign in different ways:

- improvement of the toolkit by using the recommendations of the experimentations;
- give more ICT tools option by integrating them in the methodology;
- transformation of the whole methodology into different modules/options;
- create an ICT based self-learning module for teachers

The consortium has also discussed about the characteristics of the second experimentation campaign. All the partners have agreed that it will be necessary to have more time to carry out the whole methodology.

TASKS FOR REDESIGN

IMPROVEMENTS ON THE TOOLKIT

- Analysis of results and conclusions of the first experimentation campaign
- Identification of the weak points and activity/tools/instructions modifications
- Redesigning material uploading
- Wordpress aesthetics and graphic design improvements
- Main 7 pictures selection and uploading

INTENSIVE ICT INTEGRATION ON THE THE TOOLKIT

- YESict toolkit review. Identify where to include ICT proposals
- ICT resources used with teenagers in Europe - research
- Meeting with ICT department in EHI to find out most popular/useful/used ICT apps used for education
- Proposals for certain activities
- Write the new proposals in the teacher's guide
- Create necessary tools/examples (kahoot, etc)

MODULAR TEACHER'S GUIDE

- Timing review of the experimentation and redefinition
- Modular definition in terms of timing and ICT level
- Graphic visualization of the itineraries
- Implementation in the Teacher's Guide

ICTS BASED TEACHER'S SELF LEARNING : VIDEO TUTORIALS

- Consent on the topics and the content of the videos
- Main methodological approach (definition and examples)
- Cooperative Learning (definition and examples)
- Role of the teacher (explanation of facilitation and examples)
- ICT tools (how to select)
- Design of the script of the video

FINAL INTEGRATION OF THE REDESIGN IN THE YESICT PLATFORM

STRATEGY

ACTIVITIES	CHANGES					
	TEMPLATE			WORDPRESS	TEACHER'S GUIDE	
	Graphic design	Timing	Instructions	Content	Content	Image
1.INTRODUCTION/MOTIVATION		-		-	X	X
1.1.Short introductory video	-	X	-	-	X	-
1.2. Jigsaw	X	-	-	X	-	X
1.3. Let's ask them!	-	X	-	-	X	-
1.4. What is necessary?	X	X	-	-	X	X
2. CHALLENGE IDENTIFICATION		-		-	X	X
2.1. Brainstorming plenary	-	X	-	-	-	-
2.2. What's the problem?	X	-	X	X	-	X
3. TEAM CREATION		-		-	X	X
3.1. Target diagram strategy	X	X	X	X	X	X
3.2. Group identity	X	X	-	X	X	X
3.3. Student role	X	X	-	-	-	X
4. EXPLORATION		-		-	X	X
4.1. Association	X	X	-	-	X	X
4.2. 5W+1H	X	X	-	X	-	X
4.3. Stakeholders	X	X	X	-	-	X
4.4. Briefing	X	X	-	-	-	X
5. IDEATION		-		-	X	X
5.1. Brainstorming in group	X	X	-	-	-	X
5.2. 5 Senses	X	X	-	-	X	X
5.3. Superheroes	X	X	X	X		X
5.4. Scenarios	X	X		X	X	X
5.5. Selection	-	X	-	-	-	-
6. PROTOTYPING		-		-	X	X
6.1. Planning the prototype	X	X	X	X	X	X
6.2. Digital prototype	X	X	X	X	X	X
6.3. Physical prototype	X	X	X	X	X	-
7. COMMUNICATION		-		-	X	X
7.1. Poster of the proposed solution	X	X	-	X	-	X
7.2. Poster of the process followed	X	X	X	X	X	X
7.3. Invitation	-	X	X	X	X	X
7.4. Preparing the presentation	-	X	X	X	X	-

NEW WEB SITE

- After the Design outputs (O5&O6), first platform can be seen in <http://yesict.fh-joanneum.at/wordpress/>
- The result from the Redesign output (O10) can be seen in: <http://yesict.eu/>

NEW TEACHER'S GUIDE

They includes the four ways to deliver YESict Tool Kit and some others annexes

- After the Design outputs (O5&O6), first teacher's guide can be seen in http://yesict.fh-joanneum.at/wordpress/wp-content/uploads/2017/02/TEACHERS_GUIDE_Final.pdf
- The result from the Redesign output (O10) can be seen in: <http://yesict.eu/wp-content/uploads/2018/05/TEACHERS-GUIDE.pdf>

NEW VIDEOS

The new platform contains explanatory videos (<http://yesict.eu/#teachers>) to help teachers understand the functioning of the YESict methodological process.

- Collaborative Learning and Teachers Role : <https://youtu.be/MutUvzNblww>
- ICT Tools : <https://youtu.be/V9oTJ3VUKXk>
- Methodology : <https://youtu.be/tziMVCIB24I>