ESCALATE

TRAINING COURSE:

ENABLING OPEN-SOURCE TECHNOLOGY AND INNOVATIVE SOLUTIONS FOR EDUCATORS AND STUDENTS

The present material provides guidelines to perform a training course on open-source technology and innovative solution in education

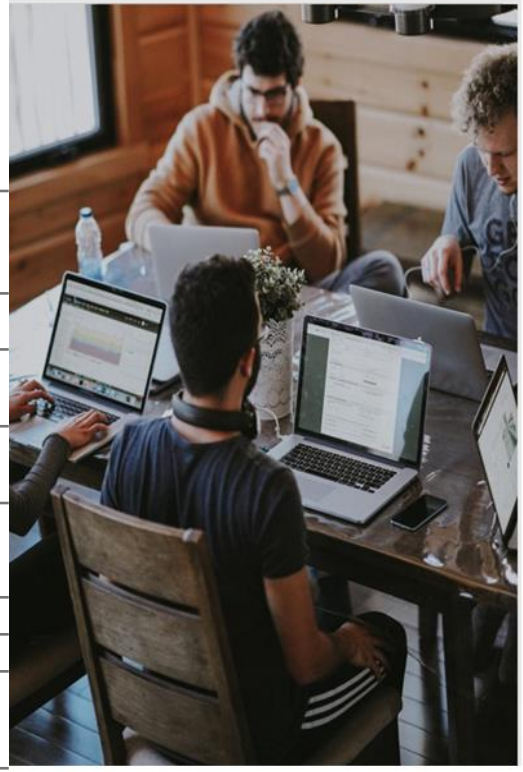
Co-funded by the Erasmus+ Programme of the European Union

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

ESCALATE

Guidelines for the workshop

Objective	To better understand how open source technologies support the inter-relation between students and teachers To understand how to integrate this innovative solutions in the traditional process of teaching To show use cases of innovative solutions for educators and students developed during the COVID-19 emergency
Content	▪ Open Source Technologies in Education ▪ Impacts and Benefits of Open Source Technologies in Education ▪ Examples of Solutions
Teaching/learning methods	Trainer input, exercise, group work, discussion, exchange of experiences
Target group	Education providers, career advisors, learners, training providers
Benefit	▪ To acquire knowledge of the fundamental concepts of open source ▪ To know how an educational process can be structured with open source technologies ▪ To know some best practices adopted in education based on open source technologies
Type of event	One day workshop In presence and remotely: the workshop will be delivered in an hybrid modality to enable both in presence and remote attendance
Duration	90 min each unit
Group size	10 participants (max.)
Prerequisite for the lecturer	▪ Teaching experience with different audience (i.e. graduate undergraduate and professional) ▪ Moderation skills ▪ Knowledge of Digital media, open source technologies and open innovation platforms



Co-funded by the Erasmus+ Programme of the European Union

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

Overview of the contents of the workshop

Unit 1: Open Source Technologies in Education

1.1 Definition of Open Source and Distinction from Open Educational Resources

1.2. Open Source Technologies in Education

1.3. Open Source Technologies Teaching Process

Unit 2: Impacts and Benefits of Open Source Technologies in Education

2.1 Overview of Technologies and Solutions available for Universities and Schools

2.2. Benefits of Open Source Software in Education

2.3. Exploration of Potential Impacts (also to respond to the needs emerged during COVID-19 emergency)

Unit 3: Best practice: examples of Solutions

3.1. Open Source solutions Examples in Education

3.2. Additional Tools adopted and available for Universities

3.3. Recommendations and Conclusions

Scheduling

Unit 1: Open Source Technologies in Education

1.1 Definition of Open Source and Distinction from Open Educational Resources

1.2. Open Source Technologies in Education

1.3. Open Source Technologies Teaching Process

ESCALATE

When? (Time)	Unit 1: Open Source Technologies in Education			
90 min + breaks	What? (Target)	Method	(Technical) Tools	Who? (Responsibility)
The schedule will include: a welcome and opening session; (10min)	Arrive: Getting to know the participants, creating trust. to profile participants and get each other start in knowing as part of a team	Group presentation		The person in charge to schedule the delivery of this unit will evaluate how to manage the 90 min
A phase of main contents delivery (30min) (Followed by a 15min break)	In addition to the session of content delivery the schedule will include the following phases.		During the workshop will be adopted tool propaedeutic to perform in presence frontal class (i.e. pin board, moderation cards, power point presentation, link sharing) and for remotely attendance modality (i.e Gmeet, Google backboard, Zoom, Mentimeter)	Trainer, lecturer
A session for discussion* between participants (30min) *for shortness we entitled session D	**The session "D" is dedicated to discussion in group.** It aims at fostering critical thinking and learning from peer dynamics	Discussion Brainstorming Questioning		All participants. Trainer will moderate the debate
A session for exercise or practices (30 min) (Followed by a 10 minute break) *Entitled session E	**The session "E" is dedicated to the exercises.** It aims at complementing the theoretical background with practical exercise	Group work	Jambord, Mentimeter, wooclap, coogle	All participants
A conclusive session* dedicated to the lesson learned by the unit (20min) *Entitled session C	**The conclusive session "C" is dedicated to an overview of the main topics and issues touched across previous sections**. It aims at consolidating the awareness of participants about the contribution of the unit to their knowledge	Brainstorming Questioning		All participants. Trainer will moderate the debate and proposes a synthesis of the main contributions.

Scheduling

Unit 2: Impacts and Benefits of Open Source Technologies in Education

2.1 Overview of Technologies and Solutions available for Universities and Schools

2.2. Benefits of Open Source Software in Education

2.3. Exploration of Potential Impacts (also to respond to the needs emerged during COVID-19 emergency)

ESCALATE

When? (Time)	Unit 2: Impacts and Benefits of Open Source Technologies in Education			
90 min + breaks	What? (Target)	Method	(Technical) Tools	Who? (Responsibility)
The schedule will include: a welcome and opening session; (10min)	Arrive: Getting to know the participants, creating trust. to profile participants and get each other start in knowing as part of a team	Group presentation		The person in charge to schedule the delivery of this unit will evaluate how to manage the 90 min
A phase of main contents delivery (30min) (Followed by a 15min break)	In addition to the session of content delivery the schedule will include the following phases.		During the workshop will be adopted tool propaedeutic to perform in presence frontal class (i.e. pin board, moderation cards, power point presentation, link sharing) and for remotely attendance modality (i.e Gmeet, Google backboard, Zoom, Mentimeter)	Trainer, lecturer
A session for discussion* between participants (30min) *for shortness we entitled session D	The session "D" is dedicated to discussion in group. It aims at fostering critical thinking and learning from peer dynamics	Discussion Brainstorming Questioning		All participants. Trainer will moderate the debate
A session for exercise or practices (30 min) (Followed by a 10 minute break) *Entitled session E	The session "E" is dedicated to the exercises. It aims at complementing the theoretical background with practical exercise	Group work	Jambord, Mentimeter, wooclap, coogle	All participants
A conclusive session* dedicated to the lesson learned by the unit (20min) *Entitled session C	The conclusive session "C" is dedicated to an overview of the main topics and issues touched across previous sections. It aims at consolidating the awareness of participants about the contribution of the unit to their knowledge	Brainstorming Questioning		All participants. Trainer will moderate the debate and proposes a synthesis of the main contributions.

IO4

Scheduling

Unit 3: Best practice: examples of Solutions

3.1. Open Source solutions Examples in Education

3.2. Additional Tools adopted and available for Universities

3.3. Recommendations and Conclusions

ESCALATE

When? (Time)	Unit 3: Best practice: examples of Solutions			
90 min + breaks	What? (Target)	Method	(Technical) Tools	Who? (Responsibility)
The schedule will include: a welcome and opening session; (10min)	Arrive: Getting to know the participants, creating trust. to profile participants and get each other start in knowing as part of a team	Group presentation		The person in charge to schedule the delivery of this unit will evaluate how to manage the 90 min
A phase of main contents delivery (30min) (Followed by a 15min break)	In addition to the session of content delivery the schedule will include the following phases.		During the workshop will be adopted tool propaedeutic to perform in presence frontal class (i.e. pin board, moderation cards, power point presentation, link sharing) and for remotely attendance modality (i.e Gmeet, Google backboard, Zoom, Mentimeter)	Trainer, lecturer
A session for discussion* between participants (30min) *for shortness we entitled session D	**The session "D" is dedicated to discussion in group.** It aims at fostering critical thinking and learning from peer dynamics	Discussion Brainstorming Questioning		All participants. Trainer will moderate the debate
A session for exercise or practices (30 min) (Followed by a 10 minute break) *Entitled session E	**The session "E" is dedicated to the exercises.** It aims at complementing the theoretical background with practical exercise	Group work	Jambord, Mentimeter, wooclap, coogle	All participants
A conclusive session* dedicated to the lesson learned by the unit (20min) *Entitled session C	**The conclusive session "C" is dedicated to an overview of the main topics and issues touched across previous sections.** It aims at consolidating the awareness of participants about the contribution of the unit to their knowledge	Brainstorming Questioning		All participants. Trainer will moderate the debate and proposes a synthesis of the main contributions.

Authors

Roberto Boselli, Chiara Grosso, Silvia Dusi
University of Milano-Bicocca, Italy.

www.escalate.projects.uvt.ro
@DigitalEscalate

Co-funded by the Erasmus+ Programme of the European Union

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