

WIDE - Wellbeing in Digital Education

KA220-VET-A5322CAB

Project result 2

“The WIDE Methodological framework”



**Suradnici
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General introduction

As the pandemic disrupted many aspects of our lives, education was also affected. Teachers, students, schools, and parents found themselves in an online world - without being prepared. For many, frustration, isolation and acute stress manifested into their daily lives alongside a progressing anxiety, prohibiting effective teaching and learning. The health, psychosocial safety, and well-being of all target people was challenged in an unprecedented way.

The WIDE project aims to provide a strategic approach to an engaging way of learning which focuses on the wellbeing of the teachers and students who can evolve in the learning process as they coexist in the online environment. It aims at creating welcoming e-spaces where people feel safe, are engaged and learn in the way that best fits their needs.

The WIDE strategic approach goes beyond the usual way of setting up online learning spaces, using digital tools and online teaching skills, by introducing **the “Human Set Essentials” model** which brings in two additional and deeply needed “sets” for the synchronous learning individual:

- **The first is the Mindset** i.e., the ways we support people to expand or develop a new mindset of how the acquired skills and tools could be optimally used to enhance learning and keep people in a healthy status.
- **The second is the Heart-set**, a warm approach to online presence, participation and relationships, which allows the various involved stakeholders to stay in connection and mutually take care of the online environment and themselves, co-shaping a safe space for effective learning. Online introduction of metaphors, familiarity concepts, positive psychology, storytelling, are just some paths of the model.

The sophisticated interweaving of all four sets (**Toolset, Skillset, Mindset, Heart-set**), guarantees an optimal understanding, an increased responsibility and an engaging implementation by all participants. Thus, they become capable of incorporating the online/blended model into their everyday teaching without diminishing the human warmth that education needs and engenders in all its attributes. This strategic approach has been implemented in a social environment in March 2020 in one of the biggest cities in Canada. 6.5K employees of the City Administration were trained online and learned how to support citizens via e-services with the same quality as before. Amazingly



8 weeks after the start of their training, 35% of the employees reported better quality and well-being! The approach can be likely introduced and implemented in education since the implementation time is longer compared to the Canadian project.

In addition to these principles, the WIDE-project taps into a participatory (including: needs analysis, target groups, elements of innovation, expected impact and transferability potential) engagement model for e-learning, named **“The Lov-e & Car-e-osity model”**.

This approach is **process-oriented** and technology is employed simply as an enabler. It is a process of connection to people’s lives as a part of their online journey and supporting them to co-create new pathways of learning. The first phase is “Influential inquiry”: a participatory process of exploring the learning needs of the institution. The paths of institutional needs, history, readiness, motives for change, and future strategy are investigated with stakeholders through interviews and narrative methodologies.

Then the design and development phases follow with the implementation and evaluation phase at the end. This is not a “one-fit-all-ready-to-use” model, but a dynamic one, co-shaped and co-modified as the online learning approach evolves. It uses narrative approaches, gamification, prototyping, early team learning, and behavioural economics principles to fulfil the design of the model: *“it supports people not only to learn, but to make them happy about the way they learn.”* This shows the value for the well-being of people to work and learn online.

The WIDE-project: Project objectives and results

The COVID-19 pandemic has created the largest disruption of education systems in history, affecting nearly 1.6 billion learners in more than 190 countries in all continents. Education systems are now asked to capitalise the lessons learned, embedding the innovation generated under emergency, switching to sustainability of novel approaches, methods and practices. In many countries, education providers are struggling to integrate Digital Learning in their curricula, reorganising their offer and delivery systems accordingly. Their prior concerns seem to be focused on technical requirements of digital learning systems and tools, on how to exploit the opportunities offered by these systems for effective delivery, how to integrate them in the curricular





activity (blended learning) and on what kind of skills and competences teachers and learners should have, in order to use these new tools in the best possible way. On the other hand, the lockdown has made evident that digital technology is changing our approaches, ways of organising ourselves, and of interaction and expression. It is also true that the overload coming from constant and prolonged online connectivity is extremely tiring, physically as well as psychologically.

Digital learning implies not only the need of coping and adopting a so-called `digital mindset`, but also the wellness of each involved person (trainer/teacher, learner). In Denmark, research conducted among 20.000 students and 3.000 teachers in 9 learning institutions regarding online training, which was financed by the Ministry for Higher Education and Science, revealed that 6 out of 10 students consider their professional development worse with online education than usual. Teachers are also experiencing a decrease in quality. This is shown by a comprehensive study of online education in higher education during the corona shutdown in spring 2020. One in three had difficulty planning their time and breaks, and many miss the social activities associated with getting an education (Experiences of Online Teaching at 9 Institutions of Higher Education in Spring 2020.) [LINK](#). In addition, according to the Center for Digital Youth Care; *“Both in counselling and in school presentations, we have experienced that young people lack physical contact. The discussion has gone from “the digital contact works really well – why would we meet more than we do” to “I’m tired of hanging out on platforms – I miss the physical a lot”* (“Vi savner det fysiske!”: Observationer fra unges digitale hverdag under Covid-19, CfDP). [LINK](#) In the light of these premises, the WIDE project assumes that for development and sustainability of full inclusive education systems/programs, it is necessary to adopt a holistic approach, starting from the design phase including well-being of both, professionals and trainees/learners, as crucial dimension for effective LTTAs and retention of the learning outcomes themselves. Shortly, wellness plays an essential role in the design, development of inclusive digital/blended learning programs, and delivery systems.

The WIDE project on a specific level, aims at reaching practical and specific goals. In fact, given the previously mentioned scenario WIDE aims at taking care of the personal/professional well-being of the educational process related to online/blended training which has been put at stake during endless hours of digital learning. The aim is to tackle the challenges which digital learning has put into evidence in this over one year of pandemic experience focusing on the creation of healthy learning contexts, wellness educational procedures, beneficial attitudes in acting online educational moments for both the teachers/trainers and the learners. By developing an innovative framework applied to VET education, WIDE seeks to make the online educational experience a positive one, a fruitful one, with higher impact and effectiveness, and shared motivation (for both targets).



Trainers/teachers and students should feel an equal enjoyment in delivering/attending online education paths compared to the face-to-face methodology. They should perceive the value of what they are learning in these e-education conditions, being able to appreciate it as a fully integrative approach to learning (not exclusively related to the emergency situation of the pandemic) with unique values. Finally, the target should be to perceive digital/blended education as equally valuable as F2F classes, due to the incorporation of well-being conditions which should be included in its delivery.

The WIDE project objectives are:

- Contributing to the reinforcement of inclusiveness of education systems in digital era;
- Developing innovation for education policies;
- Fostering participatory and multi-stakeholders approaches to innovation in education
- Integrating the dimension of well-being as a crucial one, evaluating the quality and the responsiveness of education systems, as well as the resilience of students and teachers.



Through the implementation of the project, a sound management and a proactive cooperation, partners (DK, IT, GR, CY, ES, HR, FR) expect to obtain relevant results and outcomes:

- Realise a survey and report at European level involving partners, associated ones and other education providers in Europe belonging to each partner's network, aiming at collecting information regarding perceptions of students/trainees, teachers/trainers, parents, related to long time exposure to distance learning. The data will be analysed to profile if and how wellness is considered a valuable dimension to be foresight in the design of digital/blended learning environments.
- Design, customization and sharing of a common framework focused on well-being as a crucial dimension of effective and inclusive education in the digital era: this framework will be inspired by the Lov-e & Car-e-osity model created by Dr. Ioannis Angelis, which induces a participatory and relationship-based process for digital learning. It respects and places the learner's learning needs at the centre and pays attention to how this can be adapted to the learner's wellness and life. Output of this action will be the intervention framework/model, redesigned and adapted to be transferred from corporate environments to VET education.



- Design and develop an e-learning path for VET professionals (teachers, trainers, educators, et.) aiming at supporting the achievement of necessary competences to apply the novel methodology to educational contexts, fostering capitalization, diffusion and sustainability over the project's life and behind the partnership. * Testing the WIDE framework in all partner countries, within the VET education chain, with specific reference to secondary up to university curricula. Each partner will coordinate a local pilot. Activities will be monitored and evaluated for finetuning of the framework IO3.
- Developing policy recommendations for innovating educational policies, through a participatory approach based on the involvement of local up to international stakeholders and policy makers. The focus of the process will be defined by recommendations guiding the correct design of inclusive digital learning environments respecting a holistic approach



EU Guidelines on the well-being in education

During the pandemic lockdowns, forced distance learning, limited social contacts, sense of isolation and consequent feeling of tiredness, have put a heavy burden on students and teachers: the COVID-19 pandemic has placed the well-being and mental health of many children and young people under duress.



“Education should come out of the crisis stronger. ...Well-being must be put at the center of educational policies. Caring about the well-being of all learners and their teachers is a precondition for education and lifelong learning success,” Mariya Gabriel, Commissioner for Innovation, Research, Culture, Education and Youth, has recently stated.

Find the full report here: [LINK](#)

“Students’ well-being can be defined as a state of overall mental and physical health, strength, resilience and fitness that allows them to function well at school and in their personal lives”

“A sense of well-being includes having a positive sense of identity and an ability to manage thoughts and emotions, to build social relationships, and to acquire an education that allows active citizenship as an adult”

(Education Monitor 2021)

The adoption of holistic approaches to training, by including well-being of both students and teachers is a precondition of a high-quality training offer, as well as of real inclusive education contexts at any level.

Through The Communication COM (2022) 316, “COUNCIL RECOMMENDATION on Pathways to School Success”, June 2022, the European Commission launched a proposal for a new flagship initiative, aiming at facing the crucial challenges Education systems are asked to meet, after the pandemic. In this proposal, the main scope for Education providers is the creation of inclusive systems and contexts, able to guarantee quality training and learning to all. In detail, out of those prior challenges, two foresee an explicit reference to “well-being”, as follows:



- promote inclusive education and training, which encompasses equity, quality, academic performance, engagement, **well-being at school, mental and physical health and respect for diversity**;
- further develop by mutual learning a shared understanding of the **enabling factors to foster educational outcomes and well-being**, with a special focus on learners from disadvantaged backgrounds.

WIDE Survey Results and the WIDE training event

This chapter presents an overall synthesis of the WIDE research activity. As part of the project tasks, a survey was developed so that students, teachers and parents could share their experience with digital education, relying in particular on their experience during the Covid period and the way they attended classes during the pandemic.

The WIDE Survey

Overall, the analysis engaged 459 respondents: 130 students, 185 teachers and 144 parents. The investigation aimed at assessing different types of elements in digital education: comfort, tiredness, effectiveness, motivation, learning, focus, homework, adult help, classmates' help and loneliness. The survey addressed the project's countries and collected the following respondents: Spain 25, Cyprus 52, Denmark 49, France 119, Croatia 83, Greece 59, and Italy 72.

Summary of results

Analysing the collected data in the addressed countries, these are the summary aspects which characterise the digital education experience of respondents:

Students seem to be most positive on the dimensions of tiredness, classmates help and homework, in comparison to teachers and parents. Parents seem to have a stronger belief in the effectiveness, motivation and focus than both teachers and students. Finally, teachers have a relatively high score on comfort. Teachers think that the students were probably comfortable studying from their own home, or were comfortable with the way the new style of learning was implemented. The loneliness dimension is interpreted by teachers as the feeling that their students suffer from not being together with their classmates.



Characteristics to data on a national level?

Referring to each of the involved countries, the following summary statements can be taken into account:

- **Croatia:** extreme and diverse answers were given by the three targeted groups. Students stress their positive attitude towards online education by stressing classmates' help, focus, and having less issues related to feelings of loneliness.
- **Cyprus:** parents believe in the effectiveness of digital learning; at the same time, they verify that students do less homework and are more tired. From their point of view, teachers believe that the online classes work effectively, at least when their opinion is compared to those of students and parents.
- **Denmark:** teachers are not very positive towards online learning compared to classroom learning, on the other side parents and students do not seem so sceptical about the digital classes. The former actually feel that they might have more control over what happens during lesson time, compared to when everything happens remotely in school.
- **France:** neither teachers nor parents in general believe in the effectiveness of online learning, while students are more positive because they feel that they can rely on classmates to overcome the hindering effects of online classes.
- **Greece:** students refer to being strongly against online classes, while parents and teachers are not so negative.
- **Italy:** students seem to like the homework dimension of digital learning, while teachers stress their loneliness in performing digital education.
- **Spain:** students show less tiredness and a positive attitude towards the help they get from adults in learning. Teachers recognize the strong collaboration among students during digital education, while parents, on their side, have a higher consideration for this educational approach due to its perceived effectiveness.

The WIDE training event in Modena 2022

In the planning of the WIDE project activities, one of the milestones identified was the proposal and sharing of the selected training methodology with learners from the countries of the partnership. The purpose was to engage, immerse, and get acquainted with the methodology on behalf of the consortium and, at the same time, to have the chance to practically learn the contents and the process of the approach for trainers and teachers.



For this reason, as planned in the project proposal, from August 30th 2022 to September 2nd 2022, a four-day training event in Modena was scheduled and conducted. The training was hosted by the Italian partner “Consorzio degli Istituti Professionali” at one of their school premises, Istituto Venturi – via dei Servi, 21. The event, which technically is described as a Learners/Teachers/Trainers /Activity, had several aims, among which the following are considered the most relevant:

- Making the partnership acquainted with the WIDE methodology as it stems from Yannis Angelis’ “Lov-e-& Cure-osity framework”
- Exposing third party trainers, teachers and educators to the framework by addressing training contents and process
- Having a first chance to discuss and review the framework, among project staff and trainees, to start drafting the first essential elements of the WIDE framework as a specific approach to digital well-being in education
- Offer the chance to verify with trainees existing good practices as implemented especially during Covid 19 period and putting them to work

Representatives from the seven project partners, i.e., staff members and teachers/trainers/educators, 22 people attended the 4-day training activities. In two training sessions, the educational activities were blended with technical activities related to the project implementation. This allowed learners to benefit from time for reflection, internal discussion and exchange of experiences. The agenda of the training can be found in Annex 1, but here follows a short recap of the three days where a total of 22 people from the partners countries participated and had a great time in the capable hands of Yannis Angelis, who are the author and originator of the [“Lov-e & Car-e-osity”](#) model.

Short recap of the Modena training

We began by going through the Survey and the things we had learned from it. It was only a preliminary data analysis, so we had time to discuss the finer points and conclusions that could be gained from the survey at that point. Then Yannis Angelis took the stage and presented for us the basic ideas of being well in online education.

He introduced the basic concepts, and we discussed the basis of the whole project idea.

In between the training sessions the partnership conducted some shorter TPM sessions for partners only. The other participants had some time for reflection, further readings and socialising.



Model-Phase 1: Influential Inquiry- Participatory Processes

Yannis put us in a circle and we began to participate in the discussion. We shared experiences and obstacles and got to know each other.

The day ended with a check out session where we all got to say how we felt and what we would take with us.

Model Phase 2: Composition: Design & Development

2nd day was the big theoretic tour de force.

Yannis took us through his model of how to design an inclusive and well-designed learning space. We saw an online learning space called Spatial Chat that was designed as an online space but with physical metaphors like a campfire. We also saw examples on other methods of interacting with others through metaphors instead of just text and video.

We talked about the meaning of metaphors and how they impact the feeling we have in the learning space.

Model Phase 3: GO LIVE: Implementation

Last module was going through the model of Design - Go Live - Appreciation.

It was late in the day - and there was a lot to get through, so we were all looking forward to getting Yannis' notes on the full model as the Project develops.

2nd day check out was good but reflected the information overload that most people felt at this point.

On the basis of the 2nd day Yannis decided to have a lot more interaction and involvement on day 3. We went through the final part of the implementation part of the model, but this time with many interactive exercises to take home and use. This was a very effective module.

Model Phase 4: Appreciation: Feedback, evaluation

Story telling time! We had a wonderful storytelling event with groups of 4 and then 4 stories with harvesters and witnesses. Many profound stories were told, and many personal ties became stronger.

The social dinner took place at the school and the wonderful staff cooked a homemade meal for us all. A great night with lots of talking, and a night out on the town afterwards.

The last session was a follow up on all the things we had learned, but mostly it was a series of different check out types that gave us some tools to land a session. It was quite emotional and a very beautiful way to end a great week and begin a lot of new friendships.



What did the teachers say?

It was the scope of the training to provide a long-lasting effect and impact on participants. Not only the sharing of thoughts and emotions was allowed during and at the very end of the educational activity, but also via the use of social media, mail exchange, and bilateral online communication. In addition, the consortium has provided participants with a set of questions and hints asking each of the attendees to express in written words their experience, the perceived impact, and the values which they felt after returning home. Therefore, a set of questions was handed out to participants asking them to address, in their own words, to draw a picture of what WIDE training in Modena has been able to accomplish. The addressed questions were:

- Which aspects of the WIDE-Modena training were revealing to you for your profession? Which was the most relevant acquisition and gain?
- What practical tool or method did you acquire for your professional activity as a professor/teacher/trainer?
- How has this training transformed your way of being a teacher/trainer? Give concrete examples.
- Any open comments on this experience?

Below is the report of all the answers shared by participants regarding the above questions.

“Which aspects of the WIDE-Modena training were revealing to you for your profession? Which was the most relevant acquisition and gain?”

- ★ *I got to reflect on my use of online training at home and found that most of it is very static and monotonous. The students are seated in front of the screen the whole time, even if they are doing different tasks during the class. I found out that it doesn't have to be this way, even if I am teaching an online class. (Trine – Denmark)*
- ★ *I realised that I am not doing enough to make my students have fun when we are in online learning, even though we are doing lots of things like that in the classroom. I want to see if I can be better at integrating games and activities with my students when we are online. (Cecile – Denmark)*
- ★ *I learned that I would like to be better at helping my students get a better understanding of the lesson that they are about to have. So, I need to frame the lesson beforehand so that the expectations match the content. (Signe – Denmark)*



- ★ *The most revealing aspects of the WIDE-Modena training to me were the different points of view for communicating with and serving students. The most relevant acquisition was the way to show concern for the student and make them feel comfortable (Maria Vega – Spain)*
- ★ *I understood that the main objective of Distance Learning is that the students feel comfortable, so they can develop their skills in a strange setting as online lessons. So, my most relevant gain was that I learned that I must create a space and environment where they can feel they are actually learning. (Miguel Rodriguez – Spain)*
- ★ *To raise awareness of the importance of Well-being in Education and more specifically in Digital Training, prioritising the mental and physical well-being of students in the learning process. (Maria Anciones – Spain)*
- ★ *I think that Modena allowed me to be more focused about the emotional state of attendees. Also, for online or face-to-face courses, I will try to have more interactive and open communication when there are bad feelings or unproductive remarks. The well-being of student is very important to guarantee his participation (Christophe Leydier – France)*
- ★ *It is probably the fact that, depending on the contexts, people don't put the same requirements behind the concept of training. It also shows that it is possible to plan the organisation on an online training as if planning a succession of online meetings, trying to keep the body of learners active in their own private environment. This dual approach including the use of the body and of the private environments was one of the most relevant acquisitions. (Pierre Carrolaggi – France)*
- ★ *I work as a teacher in an elementary school and having a good relationship with students is extremely important to me. Motivation to work and success in mastering new knowledge depends on him, because without trust and good communication between me and the students, the foundation for successful learning and teaching. WIDE-Modena training taught me how to strengthen the relationship with students, how to make everyone feel comfortable and equal, taught me tricks to arouse empathy among students and develop a positive, friendly relationship. (Maja Hainc – Croatia)*
- ★ *A big part of my profession as a teacher is constant learning and empowerment because each generation of students has its own specific needs. My task is to find the best way to communicate with them and build trust and connections because that is the starting point for learning. This WIDE-Modena training was focused on social-emotional learning and building relationships between learning participants, and this is exactly what I need in my lifelong learning. I learned how to establish a deeper connection with the participants and how to develop positive relationships, so I am sure that after this training I can create. (Manuela Kujundzic – Croatia)*
- ★ *I can summarise the advantages of my education experience as part of the WIDE project in Modena to:*
- ★ *acquiring theoretical knowledge about the "Lov-e & Car-e" model*
- ★ *trying methods that encourage social-emotional learning (e.g., storytelling)*



- ★ *communication and cooperation of participants with each other and with teacher/trainer (Nikolina Marinic – Croatia)*
- ★ *At the professional level, storytelling and check in and check out activities, because they were very good preparation for the beginning and end of our work. Storytelling made me a more open person and connected me with my colleagues at the workshops. (Sanja Janes – Croatia)*
- ★ *The importance of taking care of the participants' mental health and their well-being is the most important thing I will take with me and try to incorporate in everyday lessons. I understood more clearly how fundamental social connections between participants really are. Storytelling is ideal for these kinds of relations. It is also essential for the teacher to be involved in all these exercises so that all the members connect better. (Duja Mijovic – Croatia)*
- ★ *The most important aspect of the WIDE Modena training was the realisation of how important communication, relationship and cooperation between teachers and students are in online learning. I know from my own experience that the connection must exist and be strong in order for learning to be as natural as possible and to be as similar as possible to that in the classroom. This focus made me think again about how to deepen and strengthen the relationship and cooperation with students during online learning, and through the training of Yannis Angelis, I got to know various ways to do this. (Valentina Blašković - Croatia)*
- ★ *For me it was very interesting to be able to compare myself with many people from different parts of Europe in relation to being a teacher: discovering that there can be multiple methods to achieve the same result was the most fascinating result I encountered. (Andrea Tanzi – Italy)*
- ★ *The aspects of the WIDE-Modena training that were important for my profession were the importance of recognizing that in many other European countries there had been big problems during the pandemic online teaching. It was very important to meet other people from different organisations, not just schools, and share the difficulties and frustrations and also the solutions that every individual had come out with to try to do their best during that awful time. The most important acquisition for me was realising that a group of people put their minds and souls to work for the WIDE project, saw these difficulties as a challenge and decided to put down ideas, creativity, and expertise in focusing on being well during the distance learners for both learners and teachers. (Elisabetta Campioli – Italy)*
- ★ *In my opinion there are different aspects that were revealing for my profession in the WIDE-Modena training. First of all, the awareness that all the people met in Modena had to deal with the same problem: how we, teachers or trainers, worked with our students during the pandemic. We were all looking for ways to make our online classes less stressful, both for teachers and students, and more motivating. So, the first acquisition was about sharing the same difficulties as well as our personal feelings that characterised that difficult time. Another gain I consider very relevant is the idea to humanise online classes, making the digital process more analogue. (Pasquale Ferrò – Italy)*



- ★ *One of the most relevant aspects of the WIDE-Modena training was the encounter/confrontation with other people coming from different European countries: meeting other people working in the same field, sharing experiences, doubts, difficulties, frustrations especially originated during the pandemic online teaching but also in the day-by-day practice and trying to find solutions together through tools and methods we were taught during the training was really challenging and inspiring for me. (Anna Vitolo – Italy)*

- ★ *One aspect which I've acquired when doing online training is the need to prepare for digital well-being in education. When starting a training session activities and special care shall be put into action beyond the contents which will be trained. Furthermore, extended time and calmness are tools which favour the well-being, so rush and haste are not supporting serenity in digital education. I've also learned about checking in and out when managing training to be delivered online. (Alessandro Carbone – Cyprus)*

- ★ *-The inclusion of the somatic dimension (laughter, humor, movement, activation, motivation, -quick and frequent changes of the subject matter to keep the level of alertness high)*
 - *-The power of storytelling*
 - *-The acquaintance with and optimal use of digital tools*
 - *-The wide range of possibilities that exist in order to gain more wellness in education*
 - *-That all this followed a well -developed model backed up with sound and robust scientific evidence.*
 - *-The most relevant acquisition was the acquaintance and training in the use of a wide range of tools, both onsite and online, as well as the realisation that wellness DOES and CAN exist in education. (Aimilia Markouizou Gkika – Cyprus)*

- ★ *The Love and Curiosity model was a very interesting approach for informal learning that I can use in my profession. By showing a caring attitude I can improve learners' engagement as well as learning acquisition. Especially the Parallel Process Phenomenon was a major takeaway: If I have prepared the courses “with care, love, and excitement, and by taking care of my well-being, it is more likely that my students will learn the content with care, love, and excitement and also by taking care of their well-being”. (Foteini Diakoumakou – Greece)*

- ★ *The most relevant acquisition and gain was the learning about the essentials of human well-being. The suggested toolsets and skill sets will be very helpful to my work life. The deconstruction of various ideas, discourses and hypotheses about teachers and students' way of learning was very enlightening and helped me to understand some aspects of my profession in more depth. (Stavroula Kalatzi – Greece)*

Summarising the first question, the teachers and trainers attending the WIDE training event recognized acquisitions in both personal and professional lives. The initial element can be considered the awareness of the key role played by the digital educational approach which can substantially affect the well-being of learners so much that any intervention in this respect can contribute to healthy learning or, on the other hand, to frustrating and boring experiences with lack of retention. Here, the acquisition is that trainers and teachers can (and must) act in order to make this a significant and healthy experience. Where no action is taken, the distance learning approach can result in negative outcomes and lack of learning.



A key component, which has been discovered by the participants, is the communication and relationship aspect in education, which during a distance learning approach might be at stake particularly and, if not properly managed, can become challenging. It has become clear that the digital approach tackles communication between teacher and learners, and that the solution in addressing well-being in the distance conditions is the care for the relationship between the two main actors. Care for expressing oneself in communication or via tools such as storytelling can make the difference.

Performing digital training and education therefore requires preparation, time for organising activities and tools (such as ice breakers, check in and out activities) which then will enable better learning, a healthy learning atmosphere, a collaborative and active participation during lesson time, eagerness to learn rather than tiredness and lack of energy. Well-being in digital education, in order to be acquired, demands an investment of effort and time, updated knowledge, and renewed competence as teacher and trainer.

The participants have also acquired information and experience in detecting the key elements of the digital learning, and in particular the ones which play a role in the pleasurable acquisition of elements on behalf of students, thus “secrets, techniques, exercise and activities have been learned to make the digital education meaningful and appealing not just from the side of the students but also from the side of the performer (teachers, educators, and trainers).

As it usually happens during transnational events, even in this case the participants had the chance of exchanging experiences and finding out that their situation (as they have lived it during the pandemic) were common to other professionals in other countries. This created a sense of mutual support and somehow relief finding out that struggles and difficulties in implementing an emergency digital training approach has been challenging for everyone transnationally and for other colleagues abroad.

Finally, the training has strengthened the motivation of learners to do something concrete and practical to make their online educational methodology more effective and healthier for their students. Motivation seems to be the drive, as of now, to learn techniques and approaches, to acquire new experiences, to test and experiment new tools.

“What practical tool or method did you acquire for your professional activity as a professor/teacher/trainer?”

- ★ *The idea to use the room where the students are sitting as a part of the classroom was very enlightening. I wanted to bring in some physical exercises into the online classes, like having the students get something from*



their home to show on screen as an energizer. This way the students will get away from the screen for a minute or so, and they will be able to focus again once they get back to the screen. (Trine – Denmark)

- ★ *I want to be more playful in the online learning settings. Even though the content of the teaching is not a game we should be able to play with it anyway. I could make competitions, or let the others vote on the best responses, or award fast or correct answers. The possibilities are many. (Cecile – Denmark)*
- ★ *I think that the Check-in/Check-out tool is very good at matching the expectations going into a lesson, online or face2face. I will try to use this tool more in my teaching to make sure that we are all on the same page when it comes to the content of the lesson, but also what was actually obtained. (Signe – Denmark)*
- ★ *I acquired tools for communication, wellness and attention to students, such as chat messages about how students are feeling, music during waiting periods and short breaks. (Maria Vega – Spain)*
- ★ *I think that one technique I acquired, the one I am trying to use most of the time, is how we can use the first minutes of a lesson as a review of what we discussed in the previous one, so the students do not feel lost before a lesson in case they do not remember the previous one. (Miguel Rodriguez – Spain)*
- ★ *I have found SpatialChat, which is an interesting and innovative tool for creating safe spaces for the different practical groups in my university subjects. From a student's point of view, I consider it a useful method because of the convenience it offers students to express their emotions or feelings, generate debates and look for common solutions. (Maria Anciones – Spain)*
- ★ *One amazing tool presented is <https://spatial.chat>. Since September, I haven't had any training online sessions but I consider the possibility of Spatial Chat as very interesting. I'm pretty sure for the next online session, if I feel the group anxious or unsynchronized with my courses, I will test this kind of online experience. I can say that it could be developed through more interaction, notably with group working (all people sit down around a camp fire for example). (Christophe Leydier – France)*
- ★ *Regarding practical tools/methods, for my activity, the most useful is the method and associated tools to design an inclusive learning space. As we have a growing demand from financial backers but not necessarily from learners to provide online options for workers and unemployed; it is important that, as a training organisation (as a whole), and as trainers, we can set up an inclusive method supported by dedicated tools. The tips to maintain learners' engagement online are also useful. (Pierre Carrolaggi – France)*
- ★ *My favourite method on WIDE-Modena training is the Check-in and check-out method (specifically: "Today I come in my classroom as a..." or "After the class I go home as a..."). It is useful for motivation at the beginning of the lesson, and also for feedback on feelings at the end of the lesson. In any case, it is always applicable and encourages positive emotions and a sense of belonging to a group, which is what I want to achieve in the students in my class. (Maja Hainc – Croatia)*



- ★ *I use the check-in method (specifically: Today I come in my classroom as a...; because it's short but effective if I want to know how my students feel, what their learning capacity is at that moment), also brain breaks (especially when I have two hours with the same class). My favourite is storytelling and I use it in class and with my colleagues at the teacher seminar. (Manuela Kujundzic – Croatia)*
- ★ *Immediately after returning to school, I tried the storytelling method with the students, as well as with my colleagues at the teacher seminar. I use the check in and check out method. (Nikolina Marinic – Croatia)*
- ★ *Check in and check out activities are ones that I begin to apply regularly in activities with students in class and in work with adults, whether it's live meetings or online meetings. The check-in activity is relatively short and relaxes the working atmosphere, making the participants feel that they care for each other. They share their immediate emotions and become better, mentally, and emotionally, prepared for work. I don't always manage to realize check out activity, with my students, as there is always so much work to do, but when I apply it, I feel much better and only then do I feel that I have done the job and can assess how well I did it. When I work with adults, I do check out activity regularly. Afterwards, participants feel satisfaction with the work done and satisfaction with the atmosphere at the meeting. (Sanja Janes – Croatia)*
- ★ *Check in and check out method I used the second week after my return to school. The students were a bit surprised with the new method, but after a few turns, they got used to it and loved to be engaged in something like that. It also helped that I took my turn too and gave my feedback. In this way we all immediately knew how everyone was feeling and had more empathy for each other. (Dunja Mijovic – Croatia)*
- ★ *The method that I brought with me from Modena and that I decided to try in the classroom is a conversation with the students at the beginning and end of the lesson (check in and check out). In the beginning, it was unusual for the students to talk in a circle (I can even say that they were quite shy) and the answers were mostly repeated, but over time the students became more open and approachable for conversation and began to truly share their feelings with me and with the whole group. A very interesting experience, I must admit. (Valentina Blaskovic – Croatia)*
- ★ *I certainly learned to stay in the present, always bringing everything back to the teacher-student relationship, from the beginning of the lesson to the end and beyond. (Andrea Tanzi – Italy)*
- ★ *Some of the tools I knew already, and I was implementing them in my classes without knowing I was using them. After the Modena training, I was able to name these tools and comprehend fully why they were so meaningful and how to use them in a more proficient way. I try to use check ins and check out all the time in my classes. I work with difficult pupils who don't want to be in school and it is mandatory for me to set relationships with them, make sure the classroom is a safe space for them where we can build relations that will be fundamental in their learning process and also in my teaching experience. (Elisabetta Campioli – Italy)*
- ★ *As a teacher I've always thought that a general positive atmosphere can assist the learning process. The WIDE-Modena training has reinforced this point. It gave me a series of tools that, in part, I was already using*



during my lessons. But the thing I appreciated most is the methodological framework underlying these tools, which allows me to make the most of individual tools (check-in, check-out, storytelling, gamification...) in order to make the classroom atmosphere more serene and engaging. In recent months, lessons have been in the classroom, but the relational problems caused by the pandemic are being felt. Attention difficulties, relationship difficulties are some of the issues I have encountered in my first-year pupils. Some of the activities done in Modena are also coming in handy in dealing with these difficulties. (Pasquale Ferrò – Italy)

- ★ *As a teacher I think that to set a positive atmosphere in a class, to create a relationship with students is at the foundation of any teaching/learning process. During the WIDE-Modena training I strengthened this thought; as a trainer it was important for me to enter in contact and in relation with the guest speaker and with the partners taking part in the event to proceed in the working program. Some of the tools used to create the right degree of connections and familiarity were really useful to make us feel more comfortable and open to take in and experiment with the different information and proposals we were exposed to. Wellness is fundamental in the teaching/learning process, so I think that I will try all the tools we experimented with (check ins - check outs, storytelling...) in my professional activity. (Anna Vitolo – Italy)*
- ★ *I have learned about some tools, but what is important to me is the methodological approach to online training and the appropriate mindset for organising training sessions which will be delivered fully digitally. The use of on-the-spot surveys and in general tools for interactions with the learners while training them is very important (Alessandro Carbone - Cyprus).*
- ★ *A warming up exercises at the beginning of each training so as to elevate the level of alertness. B. The digital tools to keep motivation high. C. The way the whole course has been designed and skillfully paced, so as to achieve a high degree of wellness. (Aimilia Markouizou Gkika – Cyprus)*
- ★ *How to use stories and scenarios as a teaching technique in order to take into consideration my students well-being. (Foteini Diakoumakou – Greece)*
- ★ *How to properly organise, design and execute a session with my students using not only the correct equipment but also allowing sufficient time for debate and reflection. (Stavroula Kalatzi – Greece)*

Summarising this second questions without repeating the above list, the group of teachers/trainers participating to the WIDE “Modena days” have learned techniques to prepare the class for the lessons, to enter and to exit lessons with an emotional approach, to care for students’ emotional well-being while sharing technical school contents, to diversify activities during lessons being rather concerned about the good working atmosphere than to the delivery of all the expected program. Teachers have applied specific games, exercises, and activities in the weeks after the end of the training thus evaluating first of all their own ability to perform the specific action and then verifying how adaptation was eventually required in order to make the technique effective in the specific setting.



In some cases, teachers have realised that in their professional activities they already had applied some of the techniques and methodologies learned. The WIDE training helped them to name the activities and give them a formal structure.

“How has this training transformed your way of being a teacher/trainer? Give concrete examples.”

- ★ *I was surprised at how many things we can do as a teacher to focus on the well-being of the students, and I look forward to being able to see the whole package of tools once they are made available. (Trine – Denmark)*
- ★ *I don't have to make a lot of changes to the way I teach. I just need to use my normal teaching tools in the online setting as well. (Cecilie – Denmark)*
- ★ *I have a lot of online training, both in groups and as one on one lessons. I often start by small talking and that can have the same effects, but I will make sure to use the Check-in/Check-out tool more methodically from now on. (Signe – Denmark)*
- ★ *After receiving this training, as a teacher I have tried to maintain a better communication channel with my students and be attentive to how they are doing in order to help them in the best possible way. For example, when I have perceived a student a bit overwhelmed when he was doing a practice in class, because he could not understand the exercise or did not see himself able to perform it correctly, I talked to him to reassure him, to see the problem in perspective and to encourage him to see that he was able to perform it. After a few minutes, the student was unblocked and was able to perform the exercise without any problem. (Maria Vega – Spain)*
- ★ *I could consider that I used to be, generally speaking, an authority figure, but from now on I will play the role of someone friendlier and more familiar. For example, I started to be a guide who accompanies the students, while encouraging the creativity and the participation, instead of asking them to solve exercises from a collection, I can grade them by asking them to invent an exercise by themselves and so they can solve them in front of their classmates through an oral presentation, with my help in case they feel blocked; or if along the year I see that there are students who are staying behind their classmates, I can encourage them to solve an exercise in the classroom with a little reward for the final grade. (Miguel Rodriguez – Spain)*
- ★ *The training I have received has changed my way of observing and listening to the students. In the same way, I start to accompany them in their learning growth, through theoretical and practical team tasks, which reinforce their creative thinking, critical vision, problem solving... but above all their sense of respect, empathy and even trust. At the same time, I offer healthy and safe environments for the groups, where they can solve or improve any conflict situation, with an intimate and fluid debate, moderated by one of the team members, and in turn by me, having empathy as a maxim. By working as a team, reinforcing strengths, establishing supportive relationships between students and addressing conflicts through respect and dialogue. (Maria Anciones – Spain)*



- ★ *When I start a long training session with a new group, we realise an activity named “Collective intelligence”. The objective of this activity is to set up operating modes and work bases that will encourage exchanges. We define a global contract that we give ourselves collectively in order to allow transparent and respectful exchanges. It’s an efficient tool to keep rules acceptable for everybody and be conformed with waiting for everybody. In case of a disruptive act on the group due to individual behaviour, we can use this contract in order to resolve the situation. (Christophe Leydier – France)*

- ★ *I would not be able to think yet in terms of transformation (a 3-day meeting cannot transform 30 years experience) but a small but still concrete example for me is the permanent reminder to include ice-breakers, not only in the beginning of a meeting but also in the course of the online event. It is noticeable that even adult participants appreciate them and that they can play a role that cannot be ignored. The formalisation of celebration is also interesting as a way to positively close a sequence of online training sessions and it is too often left out. (Pierre Carrolaggi – France)*

- ★ *Through practical tools and methods in Modena, I became aware of the importance of belonging to a group. Even before, I tried to approach each student equally, to give him the opportunity to express himself, to show what he knows and, of course, to feel good. I realised that my energy, which I radiate in the classroom, is also important, and it equally affects my students, their attitude towards me and their relationship with each other. (Maja Hainc – Croatia)*

- ★ *I learned that I could lead my class with just one, but the right question. That’s how we were training in Modena. I liked that and tried to use it whenever appropriate. The importance of feedback on how the participants in the learning process feel before and after the learning activity is something I always keep in mind while teaching. The various exercises that keep me healthy and in good spirits are also something that I’ve been practising since the Modena training. (Manuela Kujindzic – Croatia)*

- ★ *When working with students, I pay more attention to their well-being: I check how they feel, I often change learning activities, I choose texts and examples that emphasize the importance of caring for well-being. I try to be relaxed when teaching. (Nicolina Marinic – Croatia)*

- ★ *Storytelling is something that I apply, for now, only when working with students. It proved to be an excellent tool forgetting to know the students, what kind of people they are, what their life experiences are like. After that, it’s easier to work with them because I somehow got a bigger picture. (Sanja Janes – Croatia)*

- ★ *I usually try to appreciate how students feel and try to have as much understanding as possible. Jannis taught us how to reach other people’s emotions quickly and effortlessly. It is common knowledge that people, and children don’t like to share easily, but using Janis’s methods it is possible because when you don’t feel alone with your feelings it is manageable. (Dunja Mijovic – Croatia)*

- ★ *Yannis Angelis first of all put me in the role of a student, and in that way, I experienced the methods that I tried in the classroom later, but the difference is that I could identify with the students because I knew how they felt (fear*



of how someone would react to your answer, will someone laugh if you say something too personal). Just as Yannis helped me to overcome fear and insecurity, I helped the students not to worry about the unimportant and to concentrate on entering the class and leaving it with the help of check in and check out. (Valentina Blaskovic – Croatia)

- ★ *As I said, this experience has taught me not to forget that teaching practice is a continuous relationship between teacher and student, so I am making a commitment, for example, to look all the students in the eye while I am explaining, to thank them for all the contributions that come out from reflection and to make every student feel the protagonist of this growth path. (Andra Tanzi – Italy)*

- ★ *In one of my most difficult classes, there are 31 students, all physically closed to one another because the actual space is limited. I have been trying all sorts of things to try and have every one of those boys' pay attention and participate to the lesson which is very short in time due to their limited attention span. So, having to teach a foreign language and their level is very elementary, I have started using many checks ins. A part from asking how they feel etc., we have started keeping track of some football games (premier ship in England), so there is also a moment where we talk about the matches and players and we put the scores on a table. They know I hate football, so they have learnt that I am doing something I don't like for them. Obviously, we also talk about Formula One races, or television series, as well. This activity is so essential in helping them to bond as friends and speak to each other, talking in English about subjects they are interested in and also it gives me the possibility to check their advancing in learning how to communicate. A connection between individuals is created and that is the first layer of my lesson. They bond by communicating and using words which is something so difficult for them. On a Thursday, when I have one of last periods of the morning, I enter the class and the room itself is smelly and sometimes dirty so we open the windows and clear up so we can be in a tidy place, at the beginning they thought I was strict but now they say that it is nicer to be in a tidy room with some fresh air. I have started doing some sort of meditation, just putting attention to their breathing just to make them realize that they can improve their anxiety, better their concentration and enhancing their positive qualities, such as creativity and empathy. To begin with, there were many laughs and silliness but now some of them are really enjoying this moment (they are 15 years old). We had some debates about how to feel good in school and during the distance learning (we are not doing that at the moment), and some of them have told me that sometimes it is really too difficult to learn and concentrate if they don't feel well in their class. They all said that they can see that if we try and be positive, open and trust each other we can have the right attitude in class. (Elisabetta Campioli – Italy)*

- ★ *As I have already said, the experience in Modena confirmed my ideas regarding well-being in the classroom, both of teachers and learners. Creating a positive atmosphere is very important. Involving the students and putting them at the center of the lesson, taking their moods into account, becomes a way to decrease their anxieties and fears. It makes the group more united. When I design my lesson, I try to make their progress more rewarding by recognizing different intermediate goals. One of the activities I am doing with my students is using badges to recognize their engagement during the development of a unit. I used to try to get feedback from the pupils when I was explaining a topic to understand their involvement and to make sure that what I was explaining was clear to the pupils. However, I did not emphasize their engagement clearly, apart from a*



*compliment. Now by using badges, which materially show their efforts, I can engage them more effectively.
(Pasquale Ferrò – Italy)*

- ★ *As I said, this training strengthened my idea of what being a teacher means. It's important to create the right atmosphere by letting students feel comfortable and respected, that are part of a process and their contribution is relevant for the entire system. The "Lov-e & Car-e-osity Model" was really inspiring; each phase of it should be followed and I'm trying to do it. I'm trying to transform my teaching experience into an "adventurous journey through the different lands of informal learning" when organising my project, taking and showing care for my students that are part of my "team" in order to support and guide them through their personal learning journey and give life and strength to the process. Having "the flow experience" in mind for the maximum engagement of my pupils and taking into consideration their feedback, using all the possible tools I learnt during my training especially storytelling, gamification, not forgetting to have fun and to celebrate students' achievement of every small or big learning endeavour. Emotions are contagious and engaging. Well-being can make the difference.
(Anna Vitolo – Italy)*
- ★ *Awareness and consciousness about the toxic consequences of bad digital education is how this training impacted on me. In practice, each time I do an online training activity, but this holds true also for onsite training, I thoroughly consider the need, on my side, to make the activities and the "talking" affordable, bearable, healthy, retainable. For this reason, I always put myself in the shoes of the learners and try to set up the training flow/agenda with all sorts of attention so to make the experience a good one and not something which shall be quickly forgotten. (Alessandro Carbone – Cyprus)*
- ★ *The acquaintance and use of all the previously mentioned tools transformed what I expect from myself when I teach. In a way, I became more demanding of myself as a trainer, designing in more detail my trainings. Also, it gave a spark to my imagination, especially with the storytelling exercises and the examples from the trainer's professional experience. (Aimilia Markouizou Gkika – Cyprus)*
- ★ *It has helped my digital education delivery skills, my time management skills, manage students' resistance by "turning it into assistance", become more organized before starting a course, use gamification and storytelling techniques and put student at the center of teaching. (Foteini Diakoumakou – Greece)*
- ★ *the techniques on how to design online breaks for well-being will be implemented in my teaching as well as the new approach and mindset that I acquired about technology. I now consider technology not only a tool but also a partner. (Stavroula Kalatzi – Greece)*

Summarising the third question, there are two main changes which learners of the "Modena training" point out as a new start after this experience: an emotional and behavioural change, and a technical/methodological change.

With regards to the emotional and behavioural transformation, teachers indicate the new awareness they have acquired which now shapes the way they approach education, their classes, and the digital tools used in order to deliver content. Many expressions indicate the special attention given



to the emotions of the learners, the delicate role of teachers and how they can affect with their conduct the well-being of learners, the care for the setting of the class and students, the empathy of students in the way they convey their histories and status. It seems like the training has somehow “ontologically” affected teachers/trainers putting them in the condition of experiencing a new professional self, therefore, their tasks are refreshed.

On a technical and methodological level, the new awareness of their role has moved teachers to use learned tools and techniques to achieve the above-described care for emotions and behaviour. It is not a mere matter of using innovative tools, but the latter help and support the new attitude teachers want to apply in their educational tasks. Diversification of instruments and specific teaching practices or procedures address the new care and methodology which the “Modena training” has focused on.

“Any further open comment on this experience”

- ★ *I really enjoyed the course and the people, and I learned a lot of new things. (Trine – Denmark)*
- ★ *I enjoyed the course, and it made me think more about the way I conduct my online training. (Cecilie – Denmark)*
- ★ *I like the course, but I was under the impression that we will get a more detailed methodology to use in our daily teaching. If this will be provided, I will be very happy. (Signe – Denmark)*
- ★ *After the meeting, I discover “empathic map” (see below), it could be a beautiful approach upstream to the starting training. We could add this to the methodology guide. (Christophe Leydier – France)*
- ★ *I think that an important aspect is that taking care about the well-being of learners (on-line, at home or even in the classroom) as well as the well-being of teachers and trainers is quite an innovative perspective. (Pierre Carrolaggi – France)*
- ★ *WIDE-Modena training was unforgettable. I met many positive people, had fun, laughed, penetrated deeper into my own feelings and learned a lot. Thank you for everything! (Maja Hainc - Croatia)*
- ★ *Thanks again for that unique experience of laughing, learning and relaxing. I learned things that I will never forget. (Manuela Kujundžić – Croatia)*
- ★ *The training experiences were extremely powerful and affected me on a personal and professional level. On a personal level, laughing yoga helped me a lot to balance thoughts and feelings arising from some personal dilemmas. (Sanja Janeš – Croatia)*



- ★ *I had a wonderful time with Jannis and it was remarkable how a group of people who have met for the first time in their lives could speak openly, share their emotions and secrets and have fun. (Dunja Mijovic – Croatia)*

- ★ *Although several months have passed since the WIDE training in Modena, I often remember parts of the atmosphere created by Yannis Angelis in our group. One of the cherished moments is laughing yoga, which I gladly use myself when I want to get rid of a stressful situation. I also have a picture of a llama eating grass stored in my head for those moments when I need a quick focus and diverting my thoughts to something positive. For that, I am still grateful to Mr. Yannis Angelis today. (Valentina Blašković – Croatia).*

- ★ *Feeling part of a wider community of teachers, but nevertheless having the same goal, which is the well-being of students and teachers, has allowed me to feel less alone and has given me the energy to face this school year with renewed spirit. What also amazed me was the kindness and delicacy with which I felt immediately welcomed into a group that had already been formed previously. (Andrea Tanzi – Italy)*

- ★ *In my opinion it wouldn't be so difficult to have a positive learning environment in the class. There should be more support from the management in trying to push programs and tests less and spend more time in activities that are important to the pupils as people, not just recipients to fill with information. Also, more colleagues should try some techniques for the well-being of the pupils because everything comes back to you, and it becomes a circle, they feel well, learn better/ you teach well, you work and feel better. Our job is always about trying new learning-teaching techniques, adapting lesson plans, and being flexible. It can be very tiring, but I think there is no other way of doing this job, so to have a methodology that helps reaching this is very helpful. (Elisabetta Campioli - Italy)*

- ★ *In my opinion, the experience in Modena, the sharing with colleagues who experienced online teaching during the pandemic, was an opportunity to reflect on my work. Furthermore, the contribution of the "Lov-e & Car-e-osity Model" methodology was an important boost for the quantity and quality of the tools that were presented to us. Clearly, all this must be contextualised by trying to embed these tools in our lesson plans. Their contribution allows, if well integrated within the lessons, a substantial realisation of well-being at school for all the stakeholders involved. (Pasquale Ferrò – Italy)*

- ★ *I entered the group not from the very beginning, but I soon felt welcome and at ease. Being part of such a wide community, with different people from different European countries but with the same aims and objectives, working together, exchanging stories, ideas, trying to find solutions, was really exciting and challenging. Well-being was the keyword, the common thread that resounds clearly in my mind and that I will keep firmly when organising and implementing my teaching/learning project. (Anna Vitolo – Italy)*

- ★ *Having heard the feedback during the last evaluation session of the training I felt that this chance should be offered to as many trainers/teachers as possible. And for this reason, I'm happy that the WIDE project might reach out to several beneficiaries in this respect. A message shall be spread out: healthy online training can be done, we must not resign ourselves to the fact that digital education is "unavoidable" harsh (boring, repetitive,*



heavy, distracting, diverting, endless, disengaging, you name it.....!) on the learners. Much, if not everything, depends on us who are offering this task. (Alessandro Carbone – Cyprus)

- ★ *Wellness is possible, especially online, since the lack of physical proximity requires many more tools, much more creativity and knowledge of digital possibilities to have similar results with the onsite teaching experiences. (Aimilia Markouizou Gkika – Cyprus)*
- ★ *It was training that provided me with not only theoretical knowledge but with a skill set that is very easily adaptable to my practice. (Foteini Diakoumakou – Greece)*
- ★ *It was a training that I really enjoyed participating in and helped me significantly to improve my professional skills and acquire a new approach to my teaching. (Stavroula Kalatzi – Greece)*

The open expressions of learners report the overall satisfaction and memorability of the experience of the training. The pleasant atmosphere along with the enriching aspects of the training, the achievements in terms of learning acquisitions and the innovative aspects tackled during that week are notified and considered as relevant. Everyone indicates a personal element which made the event memorable and at the same time making it a milestone in their professional development. The “Modena training” seems to have been a success not just for the gratification and the fulfilment feelings which were collected, but at the same time because it integrated professional growth and progress in the life of participants making it also significant because lasting through time.

Overall, it represents a good start for the development of the WIDE training material and good omen for the piloting activities of the new training path.

Presentation of the WIDE framework for well-being in education

The WIDE framework is an innovative approach to the well-being of all the various stakeholders involved in education. The basic assumption and strong belief that stands as a foundation of the framework is that the well-being of the students can be taken care of by their educational partners (teachers, schools and parents), only when they also pay attention to the well-being of themselves - no matter in the analog or digital realm. This can only happen in the sphere of building relationships.

Core concepts of the WIDE framework

This is why the WIDE framework aims particularly to provide a strategic approach to an engaging and relationship-oriented way of learning, which goes along with the care of all the individuals



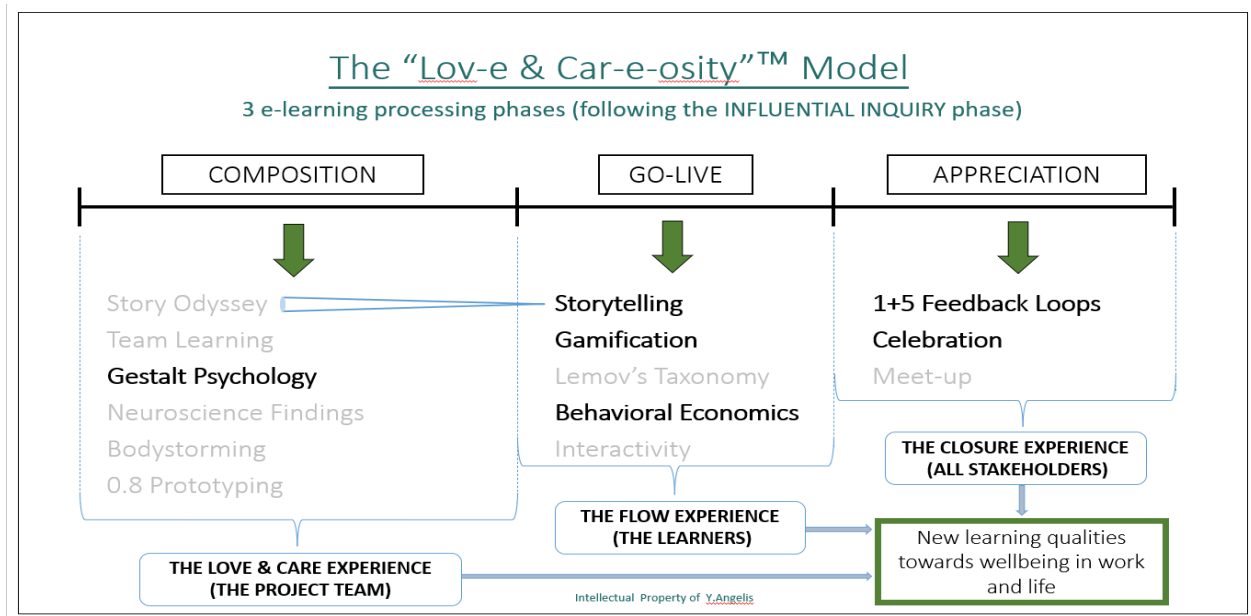
involved in this learning process as they co-exist in a digital, hybrid or physical environment. The process that is proposed to be followed consists of: A first phase of ground research, named **“Influential Inquiry”**, which is aiming on creating relationships among the researchers and the subjects of research, means the educational actors. It is called influential inquiry because the idea behind it is that the way the research is done influences and benefits also the people who are subjects of this research. This is an essential way of creating relationships that would later benefit any initiative that would be based on the results of this research.

After the first phase, what follows are the two complementary to each other, strategic models of work, which aim on creating hospitable online and/or hybrid spaces. People there become able to feel safe, engaged, trustful and trustworthy, and learn in the best and more fitting way to their needs, always in relation to each other and to the new environment that they now co-exist in.

The first one is called **“Human Set Essentials”** and was developed during and post-COVID aiming mostly for synchronous learning. It consists of four sets of learning and self-development attitudes; the toolset, the skillset, the mindset, and the heart-set. A more detailed description of these sets and their practical implementation is following in the next paragraphs of this report.

The second one is called **“The Lov-e & Car-e-osity model”** which was developed in the pre-COVID era aiming mostly for asynchronous learning. It is mostly used for e-learning design and development and the approach used is process-guided and building relationships--oriented. The technology is employed here just as an enabler. It is a process of joining in with people’s lives in their online journey and supporting them to co-create new pathways of learning. It consists of 3 interrelated phases with their respective elements, which are shown in the below figure.

Please notice that not all elements of the model are relevant to the WIDE framework, so the ones that are highlighted in the graph are the ones used in the framework and they are described in more detail in the next paragraphs.



1. **Composition:** This refers to all design and development processes for the asynchronous e-learning, led by the project team.
2. **Go-live:** This is the implementation of the e-learning unit and the learning process for online learners.
3. **Appreciation:** The post-live phase, which includes feedback exchange and the evaluation part.

The combination of the two strategic models and methodological procedures cover the whole spectrum of the needs for education in this particular context of complexity that COVID and more recent social challenges have induced.

The philosophy behind the WIDE framework

The WIDE framework tries to deconstruct the dominant discourse that well-being is an outcome that follows a linear path of *“I am doing this and then I get something that supports my mental and physical health and then I am OK”*. In the WIDE framework we **DO NOT** see well-being as an outcome, but define it as a process. We use the metaphor of a multidirectional journey in various “lands” where initially well-being becomes an attitude, which can be learned by practising it. And the best place for doing this is the relationship. Well-being is a practice that exists in the relationship. For the sustainability of the well-being of humans, well-being has to be practised both in digital and analog spaces continuously. The key question that the WIDE framework offers and reflects upon is:



“In which way does digital education need to be developed and implemented so that it could help us create, enhance and keep our relationships warm among us, students, parents, and other relevant stakeholders in ALL spaces where we cooperate?”

We are also introducing a core principle in this framework: Story stands at the core of everything. It is an essential practice for creating deep connections, building relationships, and teaching content. In this way it becomes much easier to support the well-being of the various actors. We endorse the quote which depicts that "Storytelling is the oldest form of teaching." During the training and development process of the WIDE framework we have experienced the astounding power of story. Storytelling, if applied elegantly, has the same beneficial effects on people's well-being in both the digital and analog realm.

Key phases of the framework for the implementation of the holistic approach to the well-being in the digital education

“The best ever invented technology for learning is conversation” (Jay Cross)

The way the below phases are described may create an interpretation of a step-wise approach towards the desired outcome which is the well-being in digital education. This is not the case since the framework is fully dynamic, all phases are interwoven with each other and they are context-dependent. For example, a school may start supporting the various stakeholders by providing the necessary toolsets and by educating them on the essentials of the skill sets needed. Another school may start by doing some research to define the specific needs and the technological readiness that will allow the deployment of the above-mentioned or other kind of skills. Also, even if it looks like that all phases and subphases are essential, any could still omit some of them if there is a serious reason to do that. Flexibility allows people to feel relaxed and this contributes to a healthy system.

Key phases

1. Influential Inquiry: It is a highly participatory process which draws information from and builds connection bonds with the various educational stakeholders (students, teachers, parents, administration personnel). This connection shapes the foundation of a healthy process, paying attention to the well-being of all involved stakeholders and actors. It consists of the below-described in detail processes:



1. Discovering the educational needs of students, teachers, parents, school admins and combining them with the desired or necessary for teaching content in any relevant context. This provides a safety feeling that improves the well-being of all involved
2. Acknowledging and leveraging the learning history. After discovering and defining the needs, the question arisen is; how have you been doing it up to now? How did you/do you manage to fulfil some or all of those needs? For example, what have been some good practices that help you overcome challenges during the COVID period? Acknowledging and honouring what has been achieved and worked well up to now is an important attitude that provides a feeling of satisfaction, which improves the well-being of all involved.
3. Exploring the educational organisation's readiness for digital change in all levels is an important step. Does it hold the respective technology and resources? Is the culture supportive of the next move or "*will it eat educational strategy as a snack*"? We may discover that not all stakeholders and functions are on the same level of readiness. Then the question is: How do we align them all and when is the right time to move on? This provides a feeling of being cared for that improves the well-being of all involved.
4. Search and feel if there is a willingness for change. Now let's assume that everything is in place in terms of change; technology and respective competences, enough people and budget to support it and at the end the culture resonates with the initiative. Still, we need to explore if there is willingness for intentional change (different from adaptive change) * and discover the different sources of resistance.
5. Co-designing and co-implementing a Learning Strategy. So, if the people and the school are willing to change intentionally, and they have everything they need for this change. It is time to build up the learning strategy, which basically answers the question of how we are going to do it from now on, always having in mind; how do we care for ourselves, the others, and the system that is hosting us.

During this phase of Influential Inquiry, apart from eliciting the relevant information needed in order to move with the educational strategy, the core parallel consideration is the building of strong relationships between the different stakeholders involved. It is an important aspect of improving the well-being of all people involved, that they feel they are included in the process of the change that will affect them and their way of acting (learning, teaching, supporting).¹²

¹ *Adaptive Change: We go for digital initiatives because everybody else is doing it or because we want to achieve a greater scale of new education concepts at lower cost, or because speedy technology advancement imposes it.*

² *Intentional Change: We explore any new ways because we want to improve the pedagogy and its impact on the performance of our educational institution*



2. Investment in the “Humans Set Essentials” in order to obtain a holistic approach towards the necessary tools and processes. This consists of 4 different sets as learning and self-improvement attitudes:

1. **The Toolset**, which includes any models, technical equipment, hardware & software that is needed for performing the decided actions towards the well-being related to the digital learning strategy that has been defined.
2. **The Skillset**, which is basically any working digital/analog/hybrid competencies on teaching, learning, behaving, and “leading in the classroom” that people need to get trained in order to fulfil the requirements of a healthy and productive educational approach.
3. **The Mindset**, is about the ways we support people to expand or develop a new way of thinking and acting on how the acquired skills and tools could be optimally used to enhance learning and keep people in a healthy status.
4. **The Heart-set**, is about a warm approach to online presence, participation and relationships, which allows the various involved stakeholders to stay in connection and mutually take care of the online environment and themselves, co-shaping a safe space for effective teaching and learning.

The sophisticated interweaving of all four sets (Toolset, Skillset, Mindset, Heart-set), guarantees an optimal understanding, an increased responsibility and an engaging implementation by all beneficiaries. Thus, our education-related stakeholders become capable of best incorporating the online/blended model into their everyday teaching/learning without diminishing the human warmth that education needs and engenders in all its attributes.

Regarding the practical implementation of the above-mentioned sets, we indicatively suggest the following **micro-practices and/or macro-practices**, which are interweaving our physical and digital presence:

- **Check-ins:** At the very beginning of any kind of a meeting, e.g., starting the classroom, meetings among teachers, gatherings of teachers and parents (and children), official meetings among teachers and administration personnel of the school, various organised events, or even meetings with external consultants, we give time to each and everyone that participates, if possible, to “land” in the new virtual or hybrid space in full presence. Allowing the voice of everyone to be heard by answering, for example, the simple question *“how do you arrive here today in this room/meeting?”* is a great start for any kind of meeting. A fast



way to do this in a digital means is to ask people to answer the question in the “chat area” of the communication platform that is used (ZOOM, MSTEAMS, WebEx, Skype, etc.)

- **Body-related activities:** Research has shown that there is a habit for both teachers and learners to spend a lot of time continuously in front of the screen without paying attention to having frequent small breaks to take care of their bodies. Some stretching exercises, or small games in front of the screen that involve body movement, would be beneficial for maintaining the well-being of everyone. A more advanced exercise that offers much more benefit to our bodies could be laughter yoga, which was tested and implemented during the training gatherings of the WIDE project with great success.
- **Check-outs:** When closing a meeting, it’s worth offering the opportunity of harvesting the, as it is called, “collective wisdom in the room”. This gives a feeling to all participants that their time spent was worth the effort and their contribution was valuable. Asking people “How was this meeting for you? What did you learn?” is a good way to smoothly leave a meeting. This creates a feeling of trust, connection and even euphoria sometimes.

Design, introduction, development, and implementation of a participatory process described and included in the “Lov-e & Car-e-osity” model

The following are some of the model’s most important elements to be explored, tested, and endorsed by the educational experts in their teaching efforts.

1. Introducing and practising ‘Storytelling’

Storytelling and stories exchange are a big part of almost all phases of the “Lov-e & Car-e-osity” model.

We are wired to stories as human beings, and since we are referring a lot to technology, a tech-informed metaphor that I would like to use here is that “Story is the human operating system”. So, stories when used properly in digital education make us feel psychologically safe in learning contexts that have not been so familiar to us like an e-learning course. There is a term called the familiarity principle, which describes a phenomenon that causes humans to feel positive about things to which they are frequently and consistently exposed, and to engage in behaviours that are familiar to them based on past exposure (Fox et al. 2000). So, the idea for example to develop an e-learning course, or even simply to digitise some of a teacher’s content in the classroom by using stories, taps into this familiarity principle.



We could elevate this process by breathing more life into the various narratives that we may decide to use in our classes. For example, in the asynchronous mode of e-learning experiments, we may use avatars in a dialogue visualised by placing them in an environment similar to the real one that our content defines. We may implement small story-like videos sometimes created by the pupils themselves. This could be translated into a compelling, memorable learning experience for them.

There are several other reasons why we use stories. One can advocate effectively by using a story because stories can capture attention better than facts. And "energy follows attention" (Scharmer und Kaufer 2013, p.21). Thus, stories, by dragging attention and energy, become extremely powerful for both the teacher and the student and their relationship. This is very important in a digital ecosystem where physical presence is lacking.

Another thing that we know from psychology is that an experience becomes "really" real when you talk about it afterwards. And what better way to speak of a learning experience than by sharing yours and your students' respective learning stories, meaning not only what they learned but also how they learned. Stories and the way they are "dressed up" have a profound impact on people's psyches, lives, and well-being, because they form parts of a human's identity. A story based in digital teaching and learning is a change endeavour in schools and other educational contexts because it provokes the shift from focusing on technology and its tools to connecting people and honouring their emotions.

2. Applying Gamification

Gamification is a respectively new term in the digital learning environment. As such, it is often confused with the application of games in teaching initiatives, which means that students are addressed to play a predesigned game and try to win. Occasionally, it is also confused with Game Theory, which refers to the study of certain mathematical models used mainly in economics. In reality, gamification is the use of game design elements in non-game contexts (Deterding et al. 2011) like in a school class. Considering the Digital Learning world, gamification is the concept of applying game mechanisms and game design techniques to teaching initiatives, to increase students' engagement in their learning process activity. It taps into the basic desires and needs of people's impulses, which revolve around the idea of status and achievement.

The most common way that the concept of gamification is used to engage students is by inducing scoring, creating leaderboards, using avatars, providing real-time feedback, and other elements. In the e-learning programs in which the "Lov-e & Car-e-osity" model is applied, we also use



gamification to explain complex educational content like maths, physics, or chemistry, which could have otherwise been boring or even creating disruption for the students.

For this reason, we use the act of personification, by attributing the human qualities of character and voice to a content item and renaming them according to the respective context. For example, when we had to compare two chemical equations in terms of time duration, the fast one turned into a gazelle and the slow one into a turtle. Then it becomes much easier to build up a competitive story as a fairytale by adding metaphors, analogies, and humour in delicate doses, creating an attractive learning experience for the students.

We have also introduced the game component of badges or some other tokens of completion of each task. But we avoid just granting the student a badge after a respective achievement. Instead, we build a progressive story more like a "Shakespeare-like" narrative, adding praise and honouring the students with respective titles. Here is an example, which may provide a better understanding of how this works: We develop our e-learning courses or teaching content divided into modules. For every successful completion of a module, the student earns a badge and a respective title, which reflects the level of expertise that the student has reached at that particular point of the course. A student, who starts as a "Talented Rookie" after the first achievement, gets the respective badge, then moves through different steps of praise, and finally at the end of the successful completion of the course, is entitled to be called a "Shining Masterful Champion" (or something to that effect). Let's assume that the student has finished the 7th module out of 10, so there are three more modules to go to complete the whole course. On the last slide of the 7th module, the badge to be collected appears and a rhetoric-like voice-over announces:

- *"Advanced Virtuoso", you have been victorious! It touches us deeper than you can imagine seeing your precious efforts paying off. Only a few more steps are left to climb on your way to the top of your learning challenge. Therefore, we proudly award you the title of an "Ingenious Expert".*

In this way, apart from creating an enjoyable narrative, we ensure that our students keep the feeling of not losing already earned achievements, thus becoming more confident evolving from "Slightly Noble Princesses" to "Glorious Queens"!



3. Leveraging on Behavioral Economics concepts

Behavioral Economics (BE) studies the effects of psychological, social, cognitive, and emotional factors on the decision-making processes of individuals and institutions. A widely held assumption exists around decisions on financial aspects and challenges those individuals and institutions that act rationally by seeking to maximise their utility (Bamberger et al. 2016). There are several concepts of the BE theory that when used creatively, could affect students' emotional responses and behaviour not only on an economic decision level. These BE concepts can also increase students' levels of motivation and focus on their learning tasks, or even engage them through an emotional path.

The **“Lov-e & Car-e-osity”** model successfully combines the use of stories and some BE concepts that are considered relevant to a respective learning topic. For example, a BE concept we use is the "Identifiable victim effect." According to that, individuals tend to offer greater aid when a specific, identifiable person is observed under hardship, as compared to a large, vaguely defined group with the same need. Vivid, flesh and blood victims are often the most potent sources of persuasion than abstract statistics (Collins et al. 1988). In more simple words, we care more about the suffering of one person who has a name than for a large group of unidentified people, because with the latter we don't see a personal fate to sympathise with, and can thus distance ourselves from the problem. This may be useful in history and/or literature classes. Students become more engaged in a topic when it is developed as a story of a single identified person who acts in that story and may suffer as well. We have experienced that this kind of narrative does not only enhance students' engagement but even if it happens in a digital context, it may lead students to develop feelings of compassion.

4. Implementing the Gestalt “Parallel Process” Phenomenon

Gestalt is a form of experiential psychology that focuses on elements of the here and now. It takes a holistic approach to healing and personal growth.

Operating in a digital ecosystem makes things quite complicated because of the lack of physical interaction between the teacher and the student. Therefore, it is important to take into consideration how one could "be present" for the other (means e-teachers for their e-students and vice versa), through a web interaction and how vibrant and soulful such a contact could be. This is essential when we think of creating a sustainable environment where the well-being of both is at the core of it. For Gestalt Psychology, both "contact" and "presence" represent essential principles. But where do they happen and how are they perceived when the learning takes place virtually?



Reflecting on systems theory, Gestalt organisational practitioners and theorists have elaborated on the parallel process phenomenon to diagnose aspects of the relationship between different interrelated systems.

In an e-learning project, for example, the following interrelated systems may exist:

- A. The developers/designers of the e-learning (if they are not the teachers themselves), and the teachers who are going to implement it
- B. The teachers and their students
- C. The students and their parents

"Studies of parallel processes...show that what happens in one system has an impact on another..." (Davies et al. 1997, p.114). This is easy to imagine and understand in a physical environment like face-to-face teaching. But what happens when things take place virtually? For asynchronous digital educational projects, in regards to the Parallel Process phenomenon via interrelated systems, a core assumption is made: When someone designs an e-learning course with a lot of care, love, and excitement, it is more likely that these attributes will "bridge, travel through, be re-enacted and fill the space between" until they reach the other system; the student and its environment.

This intangible transfer of emotions has an immense impact on the students' digital ecosystem, and it becomes more likely that e-students will receive and embody the learning units also with care, love, and excitement. Paradoxically, a substantial contact is formed despite the "spooky space between." This phenomenon, which is characterised by positive practices, increases learning ability and maintains human contact in the digital ecosystem, which is active at that moment and supports the well-being of all parties in all systems. The learning process and the learning itself become a pleasurable journey rather than a bothersome class or homework obligation. Equally, this may also positively impact the students' environment e.g., parents and friends by re-enacting the same qualitative behaviours of love, care, and excitement in their physical spaces! This also resonates with Jean Piaget's saying that the product of learning has traces of how it is learned.

According to the above-mentioned, it becomes obvious that the developer of any e-learning course should ensure that proper conditions are taken place, which allows students to work on their learning projects with care, love, and excitement. This shifts and levels up the intention of the teachers to not only support their students to learn what they need. but also to make them feel happy the way they learn. In this field of experimentation with the "Lov-e & Car-e-osity" model, the interaction with the students and the feedback that is necessary to be generated and exchanged



can reveal that this empathic way of learning could have a significant impact on the well-being in both an individual and a collective level.

5. Try to obtain the "Flow Experience."

The spinal cord of the model leverages the concept of "Flow" coming from the area of Positive Psychology and supports the well-being of anyone who experiences it. There are several useful definitions of "flow" used in literature:

- “Flow is an optimal psychological state that people experience when engaged in an activity that is both appropriately challenging to one’s skill level, often resulting in immersion and concentrated focus on a task. This can result in deep learning and high levels of personal and work satisfaction.” (www.learning-theories.com)
- Flow is an ability to enjoy the present moment (Csíkszentmihályi 1990)
- Flow is the ability of certain individuals to enjoy life no matter how boring it may appear to an outsider (Csíkszentmihályi 1990)

The concept of "Flow" received its name because interviewees described their flow experiences by using the metaphor of a water current carrying them along (Csíkszentmihályi, 1975). Flow is a wonderful place for a human to be in during an action, and this is particularly the case during a learning process.

Operating in a hybrid educational context which is characterised by a high degree of complexity, it becomes evident that time management, information overload, and the syndrome of overwhelming are challenging situations for both teachers and students to overcome. However, when one enters a state of flow, as an intense and focused concentration on the present moment, one's subjective experience of time is altered, and a feeling of having the potential to succeed immerses. (Nakamura et al. 2001). Kendra Cherry, a psychologist, and author focused on education adds that in a flow state, one's feeling becomes so engrossed in the experience, that other needs become negligible (Cherry 2016).

The combination of all the concepts are used during the "Go-Live" phase of the “Lov-e & Car-e-osity” model to get the students to enter a flow condition. Gamification provides students with clear, yet playful information on their progress in achieving their goals. Stories and narrative styles support students’ concentration and engagement with the learning process. Using aspects of Behavioural economics shapes the balance between the e-learning challenges and the students' skills while



demanding interactivity in challenging assignments stretches students' skills and fosters the entrance into a flow condition as it happens in online gaming.

Csikszentmihályi argues that with increased experiences of flow, people can experience growth towards complexity. People flourish as their achievements grow, and with that comes the ability to handle increased emotional, cognitive, and social complexity. Creating a “workplace” atmosphere that allows for flow and growth, can increase the happiness and achievement ability of people who work in such a place (Csikszentmihályi 1990).

6. Provide continuous feedback

Feedback is an essential component of every e-learning or even classroom teaching project, not only for the students and teachers but also for the school itself. Firstly, asking for feedback during and after the course development process provides an opportunity to optimise the outcome continuously, as it captures valuable lessons learned. Feedback is an element in the "Appreciation" phase of the model. Referring to other instructional design models, the "Appreciation" phase could be compared to the "Evaluation" phase. The core difference is that during the "Appreciation" phase, as part of a human-centred design model, the feedback offered and received is more encouraged to a direction of sharing rather than rating. And the analysis afterward is moving towards a path of sharing the acquired narrative rather than only building statistics. The cultivation of narrative structures in this phase plays a very important role in supporting the creation of a shared educational culture.

The methodology used in this phase is one of frequent feedback loops. Two pillars of a feedback process exist:

- A. The feedback that the students receive throughout their whole learning experience (1st step).
- B. The feedback that the students offer throughout the implementation of the e-learning program and also after the end of it (5 additional steps). Collecting and processing the feedback received from the students is important to not only evaluate the success of the project but also to support its evolution and maintain the dynamic character of the “Lov-e & Car-e-osity” model.



The 1+5 steps of the feedback methodology are described in more detail:

1. **Real-time feedback is given** to students constantly throughout their learning process as part of the e-learning modules and testing knowledge quizzes. Interactive navigation guidance is provided to the students throughout the course, to prevent any potential frustration or destruction caused by technical problems or misunderstandings of the process. It makes a difference also if the teacher becomes available at specific times to answer any question that students may have during their e-learning experience.
2. **Real-time feedback is taken** from students, parents, administration personnel, and other related stakeholders, during the prototyping process to generate additional ideas. It is also used during the testing phase to correct and modify the content for the final version of the e-learning course.
3. **Immediate feedback** is asked from the students very soon after they finish the course. This needs to take place before the student's learning digestion process has started. In this way, we can capture the spontaneous excitement or other feelings and impressions of the e-student. Most of the time the students share exciting stories about their experiences.
4. **Written formal feedback** is asked through a predefined feedback form. We address the students to fill this out allowing some more time after the completion of the course. The form consists of 5-7 open questions which allow students to write about their learning experience, rather than just rating it. Respective questions could make students feel that they can become an active part of a future development e-learning process. They are asked to create and share a story of how they would promote their e-learning course experience to others. Most of the time they come back with really creative and positively surprising advertising slogans and stories.
5. **Post-digestive feedback.** This is an optional step and depends on the time capacity of the teaching faculty and it is useful if students apply their learning in various school-assigned projects. It takes place some weeks after the finalisation of the e-learning course and it aims to get the initial field-experienced feedback of the students that work on various projects for their classes. This happens after they escaped from the emotional state of the course impact. We ask them to share the first success story that they had after implementing their course-related knowledge to their projects.
6. **Return of Expectations (ROE) feedback**, which takes place at the end of the school year and aims to re-open the discussion around the e-learning fulfilment of needs and objectives with



all stakeholders. This is supporting the construction of a school's repository and history related to its training initiatives.

It is very important to highlight that the process of implementing this feedback loop method is time and resource-consuming. Students' feedback does not come all at once, but periodically, depending on the school's program, the teachers' time and level of engagement with it, and the availability of the students to provide their feedback.

7. Integrate Celebration in our educational programs

The part of the engagement e-learning model, which prepares the different stakeholders for the withdrawal phase is the celebration of the successful end of the e-learning. Educational institutions often tend to ignore or forget celebration and the space that it allows for reflection and well-being enhancement. A celebration is needed to pause and gather, to express, capture and experience collective emotions, to mark the start, middle, and end of a learning journey in the school's life, to share and enjoy satisfaction, and thus close the cycle of experience for the respective digital learning project. This is very essential for the various education communities to accept the change happening in their learning life by experiencing a new way of learning and reflecting on it. Finally, a celebration is essential for everyone involved to return with a renewed interest and embrace the creative process of the next learning journey with new energy and excitement.

A way to celebrate is by sharing the stories which happened during the period of preparation and implementation of e-learning. Practically we can do that from Day 1 when the project starts. How? We collect, record, and keep any moments, incidents, small successes, pitfalls, and funny stories that happen during the preparation work and the implementation of the e-learning. We edit and compile all this harvesting into a big, attractive, emotional story, which is then transformed into a movie clip with the title "Making of; behind the scenes." Don't forget to ask for support from your students and involve them actively in this. All these little moments are symbolic of who we are and of who we become through this exciting learning process. Overall, it represents the essence of a successful undertaking to set the scene for a new collaborative learning culture to emerge not only for the improvement of the well-being through the connection of all involved but also for the overall benefit of the school.

The "Lov-e & Car-e-osity" model is not just an e-learning model. It is a change intervention in the educational field. It is important to address here that narrative structures and storytelling are playing a key role in the deployment of the model in praxis. They draw a human-oriented path towards



embracing change albeit the digital ecosystem in which they are implemented. The “Lov-e & Car-e-osity” model upgrades digital learning into a sustainable participatory process in the school, which transforms into a human-centred educational place.

Partners’ best practices

Good practice examples from the “Emergency digital education” during the lockdown period

The COVID-19 pandemic has brought unprecedented challenges to the global education system, by disrupting traditional classroom learning and prompting the need for innovative solutions. One of the most significant adaptations that emerged during that period was the implementation of emergency digital education: as governments-imposed lockdown measures to curb the spread of the virus, schools and educational institutions were forced to close their doors, leaving millions of students and teachers away from their “traditional” teaching environments.

In response to this crisis, education systems embraced digital platforms and technology to ensure that learning could continue amidst the lockdown period. Emergency digital education became the lifeline that enabled students to access educational resources, interact with teachers, and participate in remote learning experiences from home.

This paradigm shift towards digital education during the lockdown period has had far-reaching implications, both positive and challenging. On one hand, it has showcased the potential of technology in expanding educational opportunities, breaking down geographical barriers, and fostering inclusivity. On the other hand, it has exposed the digital divide, highlighting the disparities in access to technology, internet connectivity, and digital literacy, among people, contexts and countries.

This section of the report delves into the phenomenon of emergency digital education during the lockdown period, examining its various dimensions, implications, and lessons learned. We have explored the strategies employed by educational institutions in their transition to online platforms, the challenges faced by students and teachers, and the long-term impact of this transformative experience.

By analysing the emergency digital education landscape, we aim to shed light on the opportunities and obstacles encountered during this period and provide insights that can inform future educational policies and practices. This exploration will contribute to a deeper understanding of the role of technology in education, its potential to mitigate disruptions, and the importance of building resilient and inclusive digital learning ecosystems.



As we navigate the uncertain times brought about by the pandemic, it is crucial to reflect on the lessons learned from emergency digital education and leverage this knowledge to create more resilient, flexible, and equitable educational systems that can withstand future challenges.

Experiences and implemented practices: Short Description

A full detailed description of these practices can be found in Annex II:



Cyprus

Practice 1:

Digital Well-being: A New Challenge for Teachers and Students

Abstract

The role of technology in our daily lives can be complicated, even challenging. Apps and platforms are often designed to grab our attention and lure us to stay on longer, targeting their users with ads and paid content, and collecting data from every click.

Digital devices allow us to accomplish tasks, access media and connect with people, but also chip away at our time and focus, leaving us feeling drained and unhappy.

All of this can be a formidable challenge for adolescents, who have little experience of life without a constant stream of digital content and social media interactions. As they do not have mature cognitive control yet, they are easily distracted.

The course will introduce a set of classroom activities and school-based initiatives for raising students' awareness about the effects of digital technology in their lives, to help them take control of their digital well-being.

Participants will try out the activities for themselves, taking stock of their own technology use, sharing personal insights and experimenting with their digital habits.

They will reflect on this experience to define what initiatives are needed in their schools for encouraging students to talk openly and non-judgmentally about their technology use and navigate digital life so that it remains balanced and enriching.



The course will focus on the most critical threats to students' well-being. Specifically, compulsive overuse can interfere with sleep and physical activity, induce irritability and debilitate concentration, ultimately affecting learning and the pursue of personal interests and goals.

Overconsumption of social media can undermine identity and body image, diminish genuine social bonds and contribute to anxiety and depression.

By the end of the course, participants will be ready to take on the educational responsibility of protecting students' digital well-being. They will feel confident to engage adolescents about their digital habits and eager to raise awareness about how the algorithmic mechanisms of the attention economy affect their lives.

Practice 2:

Opinions of Teachers on Distance Education Applications in English Language Teaching Policies in Northern Cyprus During the COVID-19 Pandemic

Abstract

Some problems of distance education conducted in online platforms were referred to the increased workload of teachers. From this point of view, considering the foreign language education policy and planning, this study deals with the distance education practices of English teachers, the difficulties they encounter in the process, and their solution proposals. The research, which was designed as a qualitative study, was conducted with a case study design. The participants of the research are 13 English teachers working at the secondary school level.



Denmark

Practice 1:

Abstract

When beginning a meeting, online or face 2 faces with a new group, ask people to bring a personal item. In the Check-in session ask people to tell the others about the item, and what it represents to them. You might even ask them to relate it to the topic of the meeting or the work in the group. The



choice of Item will tell you a lot about the person, and hearing them explain will also give you a quick sense of who you are working with. This short activity is a quick way to help the group build a common identity with clear personal identities. Each member will be able to remember the others more clearly because they have an item and a personal story to attach to each person.

Practice 2:

Scavenger hunt

Abstract

The scavenger hunt is an energizing activity to be used in online learning when you need to get the students activated in their own home.

It can be done as a short energizer where students have to find an item that fits the description, like a blue object or a book.

Many variations can be made, like: “Find the object in the room farthest from your position.”

The scavenger hunt can also be elevated to an actual game when students have to collect all the items from a list, fastest wins, or the first student back with the item decides the next item.

Practice 3:

Pass the glass

Abstract

Pass the glass is a fun brainteaser for online meetings where everybody is online with a camera and viewing the participants in “tile” mode.

Everybody gets their coffee or tea mug, or glass and then they pass it through the side of the screen to the neighbour. The optical illusion is that the coffee mug passes between all the participants in the meeting but it requires a high level of concentration to make it look right. Since the cameras are often mirrored and the position of the participants might not be the same on all screens, it takes some coordination to get it right. The facilitator can record the attempt so everyone can see the final result after the meeting.

The point of this activity is to have some fun and get out of the work mind space and do something difficult that uses another part of the brain.

Practice 4:

Mood scale

Abstract



This exercise can be used both online and in physical education. We use it here at school every day when we meet in the morning. It is an activity where we check in with each other and the teacher can also sense if any of the students need extra support that day. We have made a large piece of cardboard with 5 faces, from sad/sad to really happy - we have given the 5 smileys the numbers 1 to 5. Pupils have chosen their own figure which we have printed out and laminated. They get up and move it in the morning when we start, also we do a round where they can tell us why they are where they are. This gives the pupils the opportunity to tell us if something is bothering them or if they have had a nice morning.

Practice 5:

Bring a personal item

Abstract

When beginning a meeting, online or face 2 faces with a new group, ask people to bring a personal item. In the Check-in session ask people to tell the others about the item, and what it represents to them. You might even ask them to relate it to the topic of the meeting or the work in the group. The choice of Item will tell you a lot about the person, and hearing them explain will also give you a quick sense of who you are working with. This short activity is a quick way to help the group build a common identity with clear personal identities. Each member will be able to remember the others more clearly because they have an item and a personal story to attach to each person.



France

Practice 1:

Emotional weather

Abstract

At the beginning of a training day, ask each participant for their emotional weather. Each participant can choose the image that most closely matches to their mood from among the proposed images



(clouds, tornadoes, sunshine, snow...). Then, the learner can explain the chosen weather, if he/she wishes.

The trainer can also participate in the emotional weather in order to share his/her mood.

Practice 2:

The five-finger consensus

Abstract

Ask your participants to indicate their level of understanding or agreement with the topic you are dealing with. To get them to speak, they should use one hand and show - from 0 to 5 - how they feel: if they hold up 5 fingers, they understand the topic very well. If they raise their fist, they feel far from the topic or do not understand the session. Look at the participants who hold up 0 to 3 fingers, they will help you to be clearer, to rephrase or to dig deeper into the subject.

Practice 3:

G.E.A.S.E (Training Group for the Analysis of Educational Situations)

Abstract

The G.E.A.S.E. has been created for teachers but it can be used for all professions. It is a professional support system where participants can analyse different practices.

This activity is a listening device that helps people to verbalise their thoughts. The interest is to use the richness of the group and its support to shed light on the situation presented by a colleague. It is a time of sharing where each participant can offer solutions to a problem encountered.



Croatia

Practice 1:

Well-being in my classroom 1

Abstract



Returning home and being so impressed with the lectures in Modena I immediately implemented the method of check in and check out and storytelling. We usually speak about our emotions and problems bothering them, but this was a bit different and more in-depth. The pupils followed my example and gradually opened more and more. The first time they were a bit timid and did not want to uncover too much about themselves.

Practice 2:

Well-being in my classroom 2

Abstract

The lectures and workshops in Modena are truly an unforgettable experience and encouraged me to introduce the check-in and check-out method and storytelling into my classes with which I brought greater connection between students, a positive atmosphere and certainly happier students. In the beginning, the students were shy and more closed, but with practice they opened up and are now happy to talk about their feelings, thoughts and problems that bother them.

Practice 3:

Development of social and emotional skills through learning

Abstract

At the county expert councils of history teachers, teachers exchange teaching experiences several times a year. The experiences from Modena inspired me to hold a workshop on the development of social and emotional skills through learning. Through several activities, I showed my colleagues how to bring freshness and a positive atmosphere to class, which results in happier students, but also teachers.

Practice 4:

Making decisions

Abstract

In this workshop, together with the students, we discuss what decisions are, how and why people make decisions, and what kind of decisions they make in terms of importance, weight, consequences, ... Who and how influences their own decision - making?

Students would learn through the activities how to make decisions independently without the influence of other people, especially peers. Through working in groups, students can express



themselves more easily, cooperate, and the application of some WIDE methods contributes to the overall working atmosphere and mutual connection.

Practice 5:

Design a Positive Thinking

Abstract

After pandemic years, natural disasters that hit our country and global events, our meeting in Modena was an incentive for me to systematically plan positive thinking and self-care in my class. Activities for students encourage them to feel good about themselves and their environment, to regulate their emotions and to think positively.

Practice 6:

Well-being for me and for you

Abstract

After education in Modena and immense experience of various methods for improving relationships and the atmosphere in the class, I decided to try some methods in the classes I teach. The first method I wanted to use in working with students is check in and check out, and I implemented it as planned in the introductory and final part of the lesson. But the method I implemented unconsciously with a student I met once a week on the way to school and with whom I walked together and talked after a few meetings I realised that I spend the walking buddy method.



Practice 1:

INTERVIEW WITH THE CLASSMATE

Abstract



Starting point:

Reason with the class why it is important to create a reassuring and comfortable environment and create bonds between the people who will have to share such a big part of our lives. Getting to know new classmates. Opening up by talking about oneself. Taking an interest in others and approaching them. Identify common things and differences among classmates. This simple exercise strengthens relationships within class.

Practice 2:

TALKING BEHIND YOUR BACK

Abstract

This activity creates bonds between the students, and it gives them the possibility of physically moving at the end of class. The times I have implemented this in my classes, it has always raised lots of hilarity because of the funniest things that come out.

It leaves to the people who have participated a sense of well-being and achievement which is great. I have implemented this at the end of a lesson with older students, but it can be done with little ones too.



Spain

Practice 1:

Incorporating Movement Breaks for Digital Learning Well-being

Abstract

Digital learning has become an increasingly popular mode of education, providing students with the flexibility and convenience to learn from anywhere, at any time. However, the prolonged use of digital devices can lead to physical discomfort, as well as mental fatigue and decreased engagement. To address this, incorporating regular breaks and opportunities for physical movement can promote well-being and support student learning.



The practice of incorporating movement breaks in digital learning involves structuring lessons to include short breaks every 30-45 minutes, where students are encouraged to get up and stretch, walk around, or engage in light exercise. Instructors can provide resources and guidance on simple exercises that students can do at their desks or in their immediate surroundings, such as yoga stretches or breathing exercises. By promoting physical activity and movement, instructors can help students maintain their energy and focus throughout their digital learning experience, while also supporting their overall well-being and health.

There are several benefits to incorporating movement breaks in digital learning. First, physical movement helps to counteract the sedentary nature of digital learning and can reduce the risk of physical discomfort and strain. Regular movement breaks can help to improve circulation, prevent eye fatigue, and reduce the risk of back pain or carpal tunnel syndrome. Additionally, movement breaks can also help to improve mental well-being. Research has shown that physical activity can help to reduce stress, improve mood, and increase motivation and engagement. By providing students with regular opportunities to move and engage in physical activity, instructors can help to promote positive mental health outcomes and improve student learning.

Incorporating movement breaks into digital learning requires intentional planning and communication with students. Instructors should consider the length and frequency of movement breaks, as well as the types of exercises that are appropriate for their students. Additionally, instructors should provide clear instructions and guidance on how to perform exercises safely and effectively, and should encourage students to take breaks and move regularly throughout their learning experience.

Practice 2:

Emotional self-assessment and music therapy to address the beginning of online lessons

Abstract

The rapid transition to digital education in response to the COVID-19 pandemic has created significant challenges for both students and educators. Among these challenges is the need to support the emotional well-being of students in online learning environments. One approach to addressing this need is the use of emotional self-assessment and music therapy at the beginning of each online class session.

Emotional self-assessment involves taking a few minutes at the beginning of each class session to reflect on one's current emotional state. This can be done through introspective practices. By taking



time to acknowledge and understand one's emotions, students may be better equipped to manage them during the class session and stay focused on their learning goals.

Music therapy involves using music to promote emotional well-being and reduce stress. This can be done through listening to calming music, participating in group sing-alongs, or engaging in musical activities that promote relaxation and mindfulness. By incorporating music therapy into online learning environments, educators can create a more positive and engaging atmosphere that supports student well-being.

Studies have shown that both emotional self-assessment and music therapy can have a positive impact on student well-being in digital education. Incorporating emotional self-assessment into online learning environments improved students' self-awareness and emotional regulation skills. Similarly, incorporating music therapy into online learning environments reduced students' stress levels and improved their mood.

Overall, the use of emotional self-assessment and music therapy at the beginning of each online class session can be an effective way to support student well-being in digital education. By promoting emotional self-awareness and providing students with tools to manage their emotions, educators can help students stay engaged and focused on their learning goals. Moreover, by creating a positive and supportive learning environment, educators can help students feel more connected to their classmates and motivated to succeed in their online courses.



Greece

Practice 1:

Create connections

Abstract

It is essential for students' well-being to promote learning environments where they feel connected, mitigating the social loss associated with off-class learning. To create learning environments where students feel connected, mitigating the social loss associated with off-class learning



Practice 2:

A warm welcome

Abstract

Setting a welcoming scene is important also in the virtual classroom, especially for first graders, i.e., students that are participating in a class for the first time. Transitioning into the new school environment is an exciting yet daunting time for many students.

Practice 3:

Stop talking and write

Abstract

The practice suggests to host online “stop talking and write” sessions prior to student assessments rather than Q&A sessions.

It helps students not to feel alone during the writing process, while also teaching them time management and best practice for health and safety, particularly while working on a screen.



Conclusions

The COVID-19 pandemic has presented numerous challenges to education, particularly in the context of innovative teaching methods and the well-being of all involved stakeholders. During the lockdown period new challenges have resulted in declining pedagogical quality, increased sense of isolation, demotivation and increase of mental health problems for students as well as for teachers. It poses the urgent need of adopting a holistic approach to well-being in education at the top of the institutional and political debate.

In this framework, the WIDE project aims at boosting innovation education systems by providing a transposable approach that emphasises both knowledge acquisition and mental well-being. Through the application of a three-phase model, the Lov-e & Car-e-osity model, educational actors can improve their technical, pedagogical, intellectual, and emotional competencies, while humanising the e-learning process through storytelling, gamification, continuous feedback, by promoting person-centered approaches to education and the well-being of all involved parts as crucial for sustainable, responsive, and inclusive learning processes.

Through a comprehensive analysis of the project's context, objectives, and results, as well as insights gathered from training events and surveys, the developed methodological framework, introduced in this document, highlights the value of the WIDE project in addressing the challenges that emerged with the pandemic. It underscores the importance of considering the mental well-being of students and teachers, promoting engagement and human connections, and integrating innovative teaching methods into digital education practices.

By implementing the strategies and insights of this methodology, educational institutions and policymakers are better positioned to create inclusive and innovative learning environments that foster the well-being of all involved. In the report we highlight and encourage a shift in perspective, recognizing digital education as valuable and impactful as traditional on-site teaching, while also addressing the unique challenges and opportunities presented by the digital realm.

As we navigate the evolving landscape of digital education, it is vital to remember that education is not merely about transferring knowledge but about igniting a passion for learning. By embracing innovative teaching methods, nurturing human connections, and prioritising the well-being of students and educators, we can create a transformative educational experience that empowers individuals to thrive in the digital age and beyond.



To conclude, it is worthwhile to underline that, after two years of implementation, the WIDE project will end, hopefully when the pandemic will be over. And then? What about the value and further capitalization of results and outputs? We strongly believe that lessons learned, and new methodological tools analysed and developed remain valuable resources to be taken into consideration and further applied by education professionals in their everyday activity and in all the learning environments, (digital, blended, face-to-face). Learning processes of any kind are first and foremost relational processes and the application of new teaching methods can make them more effective and successful for all people, meeting their needs and their learning styles. Well-being of pupils and professionals is an issue of growing relevance considering the increasing rates of early School Leaving and NEETS phenomena in many member states. From this perspective, the WIDE METHODOLOGY can represent a concrete step towards the transformation of students and teachers in engaged school communities, and the diffusion of Socio-Emotional Education programs (SEE).



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Annex I: WIDE training session Agenda

Meeting/C1
August 29 – September 02, 2022
Modena: Istituto Venturi – via dei Servi, 21

Agenda

Agenda		
Monday	29th August 2022	
All day	Travel day Arrival of partners and teachers Check in to your hotels.	Voluntary Social dinner for those who have arrived.
20:00	If you would like to meet the other participants, there will be an optional dinner at Tiby Hotel (euros 15) (Hotel Tiby: Via E. Rainusso, 108, 41124 Modena)	
Tuesday	30th August 2022	DISCOVERY
09:00	Welcome and registration	FO-Aarhus
09:15	Check-in -Framing of the training-Survey results exploration (Yannis Angelis & Salamanca University)	Salamanca / T-HAP
11:00 (tentatively)	<i>Coffee Break</i>	
11:20	Introduction to the idea of wellbeing in online education-Objectives.	T-HAP
13:00	<i>Lunch</i>	
14:00	TPM session for PARTNERS ONLY	ALL Partners
14:30	Model-Phase 1: Influential Inquiry- Participatory Processes	T-HAP
16:00	Harvesting of the day. What becomes possible?	ALL
16:20	<i>Check-out End of session</i>	
16:30	Optional guided visit of Modena center (particularly cathedral) (euros 10 per person)	Optional
Wednesday	31st August 2022	DEEP DIVING



09:00	Check-in Model Phase 2: Composition: Design & Development	T-HAP
11:00 (tent.)	<i>Coffee Break</i>	T-HAP
11:20	Model Phase 2: Composition: Design & Development.	
13.00	<i>Lunch</i>	
14.00	TPM session for PARTNERS ONLY	All Partners
14:30	Model Phase 3: GO LIVE: Implementation	T-HAP
15:50	Harvesting of the day. What becomes possible?	ALL
16:20	<i>Check-out End of session</i>	
16:20	TPM Session Partner Evaluation	All partners
17:00	Optional visit to "Acetaia Malpighi" – traditional balsamic vinegar of Modena (euros 10 per person)	Optional
Thursday	01st September	DEEP DIVING
09:00	Check-in Model Phase 3: GO LIVE: Implementation	T-HAP
11:00	<i>Coffee Break</i>	
11:20	Model Phase 4: Appreciation: Feedback, evaluation <i>Check Out End of C1 Session</i>	T-HAP
13:00	<i>Lunch</i>	
14:00	<u>TPM Session</u> (The consortium meets for project purposes)	ALL Partners
16:30	Optional visit to Museo Enzo Ferrari (ticket 17 euros)	Optional
20:00	Optional typical dinner in the "Cortile del melograno" (euros 25 per person)	Optional
Friday	02nd September	NOW WHAT?
09:00	Check in - Harvesting from last day. What has become possible?	ALL
09:30	Model implementation: Overall discussion. Adaptation practices. NEXT STEPS.	T-HAP
11.00	<i>Check Out End of the C1 meeting</i>	
11.00	TPM session for PARTNERS ONLY Partners' last impulses- Closing remarks -Check out	ALL Partners
12:00	<i>End of the meeting</i>	



<p style="text-align: center;">Tuesday 30th of August 2022 DISCOVERY</p>		
09:00	Welcome and registration	FO-Aarhus
09:15	<p>After a short presentation of the project by NOA we presented the preliminary results from the WIDE Survey. Salamanca presented the findings and the method for the data analysis, and it was discussed how to prepare the data for the analysis. It was decided to close the survey for further responses and concentrate on the analysis and translation going forward. The preliminary data suggested that the CY data had to be revisited in order to find out if something had been “Lost in translation”. The data for CY seemed overwhelmingly positive in comparison to the rest of the data, so the Greek translation has to be looked at to see if the small but important word “less” could be misunderstood, and the real meaning of the answers was reversed. If this is the case, we will do so in the data analysis.</p>	Salamanca
11:00	Coffee Break	
11:20	<p>Introduction to the idea of well-being in online education-Objectives. Yassin Angelis took the stage and presented for us the basic ideas of being well in online education.</p>	T-HAP
13:00	<p>He introduced the basic concepts, and we discussed the basis of the whole project idea.</p>	
14:00	Lunch	
14:30	<p>TPM session for partners only. Learners have time for reflection, further readings, free time.</p>	ALL Partners
16:00	<p>Model-Phase 1: Influential Inquiry- Participatory Processes Yannis put us in a circle and we began to participate in the discussion. We shared experiences and obstacles and got to know each other under the supervision of Yannis.</p>	T-HAP
16:20	<p>Harvesting of the day. What becomes possible? The day ended with a check out session where we all got to say how we felt and what we would take with us.</p>	ALL
<p>Check-out End of session</p>		
<p style="text-align: center;">Wednesday 31st of August 2022 DEEP DIVING</p>		
09:00	Check-in activity	T-HAP



	<p>Model Phase 2: Composition: Design & Development 2nd day was the big theoretic tour de force. Yannis took us through his model of how to design an inclusive and well-designed learning space</p>	
11:00 (tent.)	Coffee Break	
11:20	<p>Model Phase 2: Composition: Design & Development. We saw an online learning space called Spatial Chat that was designed as an online space but with physical metaphors like a campfire. We also saw examples on other methods of interacting with others through metaphors instead of just text and video. We talked about the meaning of metaphors and how they impact the feeling we have in the learning space.</p>	T-HAP
13.00	<p>Lunch TPM session for PARTNERS ONLY Separate Minutes for TPM sessions</p>	
14.00	<p>Model Phase 3: GO LIVE: Implementation Last module was going through the model of Design - Go Live - Appreciation.</p>	All Partners
14:30	<p>It was late in the day - and there was a lot to get through, so we all look forward to getting Yannis' notes on the full model as the Project develops. Harvesting of the day. What becomes possible? 2nd day check out was good but reflected the information overload that most people felt at this point.</p>	T-HAP
15:50	<p>Check-out End of session</p>	ALL
	<p>TPM Session Partner Evaluation Separate TPM Minutes</p>	All partners
<p>Thursday 1st of September DEEP DIVING</p>		
09:00	<p>Check-in activity Model Phase 3: GO LIVE: Implementation On the basis of the 2nd day Yannis decided to have a lot more interaction and involvement on day 3. We went through the final part of the implementation part of the model, but this time with many interactive exercises to take home and use. This was a very effective module.</p>	T-HAP
11:00	Coffee Break	
11:20	<p>Model Phase 4: Appreciation: Feedback, evaluation Story telling time!</p>	T-HAP



<p>13:00</p> <p>14:00</p> <p>16:30</p> <p>20:00</p>	<p>We had a wonderful storytelling event with groups of 4 and then 4 stories with harvesters and witnesses. Many profound stories were told, and many personal ties became stronger.</p> <p>Check Out End of C1 Session</p> <p>Lunch</p> <p>TPM Session (The consortium meets for project purposes)</p> <p>Separate TPM minutes</p> <p>Optional visit to Museo Enzo Ferrari</p> <p>Optional typical dinner in the” Cortile del melograno” (euros 25 per person)</p> <p>The social dinner took place at the school and the wonderful staff cooked a homemade meal for us all. A great night with lots of talking, and afterward I believe a few managed to find a drinks bar nearby.</p>	<p>ALL Partners</p> <p>Optional</p> <p>Optional</p>
<p>Friday 2nd of September NOW WHAT?</p>		
<p>09:00</p> <p>09:30</p> <p>11.00</p> <p>12:00</p>	<p>Check in - Harvesting from the last day. What has become possible?</p> <p>Model implementation: Overall discussion. Adaptation practices. NEXT STEPS.</p> <p>The last session was a follow up on all the things we had learned, but mostly it was a series of different check out types that gave us some tools to land a session. It was quite emotional and a very beautiful way to end a great week and beginning a lot of new friendships.</p> <p>Check Out End of the C1 meeting</p>	<p>ALL</p> <p>T-HAP</p> <p>ALL participant s</p>



Annex II: Experiences and implemented practices: a detailed description

Experiences and implemented practices: a detailed description



Cyprus

Description of the implemented practices	
Suggested by	Alessandro Carbone carbone@t-hap.com
Title/name of the practice	Digital Well-being: A New Challenge for Teachers and Students
Abstract Provide an abstract of a maximum of 500 words is useful to provide a summary description of the practice	<p>The role of technology in our daily lives can be complicated, even challenging. Apps and platforms are often designed to grab our attention and lure us to stay on longer, targeting their users with ads and paid content, and collecting data from every click. Digital devices allow us to accomplish tasks, access media and connect with people, but also chip away at our time and focus, leaving us feeling drained and unhappy.</p> <p>All of this can be a formidable challenge for adolescents, who have little experience of life without a constant stream of digital content and social media interactions. As they do not have mature cognitive control yet, they are easily distracted.</p> <p>The course will introduce a set of classroom activities and school-based initiatives for raising students' awareness about the effects of digital technology in their lives, to help them take control of their digital well-being.</p> <p>Participants will try out the activities for themselves, taking stock of their own technology use, sharing personal insights and experimenting with their digital habits.</p> <p>They will reflect on this experience to define what initiatives are needed in their schools for encouraging students to talk openly and non-judgmentally about their technology use and navigate digital life so that it remains balanced and enriching.</p> <p>The course will focus on the most critical threats to students' well-being. Specifically, compulsive overuse can interfere with sleep and physical activity, induce irritability and debilitate concentration, ultimately affecting learning and the pursue of personal interests and goals.</p>



	<p>Overconsumption of social media can undermine identity and body image, diminish genuine social bonds and contribute to anxiety and depression.</p> <p>By the end of the course, participants will be ready to take on the educational responsibility of protecting students' digital well-being. They will feel confident to engage adolescents about their digital habits and eager to raise awareness about how the algorithmic mechanisms of the attention economy affect their lives.</p>
Country of implementation	Training is offered to teachers and trainers in 4 EU countries: Italy, German, Ireland, Spain
Lead organization	<p>The Teachers' academy</p> <p>https://www.teacheracademy.eu/course/digital-well-being/</p>
Main partners (If any)	N/A
Period of implementation	Four times a year
Language of delivery	English
Main objectives of the practice	<ul style="list-style-type: none"> • Understand how the attention economy shapes the design of digital technology in ways that threaten well-being; • Develop students' awareness of the potential harms of technology use; • Create conditions for discussing both the positive and the negative aspects of technology use safely, openly and non-judgmentally in the classroom; • Reduce students' defensiveness around examining their digital habits; • Guide students to recognize digital habits that have a negative impact on their well-being; • Promote students' agency to be in control of their on-screen time and to use technology responsibly; • Lead initiatives and create support structures in their schools to foster digital well-being.
Context What is the context where the practice has been implemented and the main challenges being addressed?	<p>This training represents an international educational offer for teachers and trainers all over Europe. It is delivered in a transnational context so to facilitate also the exchange of practices among participants on the topic.</p> <p>The challenges addressed are the use within and outside of the classroom of digital devices and to educate them on a healthy use. At the same time the path enables educators and users of digital tools to</p>



	refine their approach in teaching by using ICT devices in a meta-educational approach.
Target groups and their characteristics (e.g., students, teachers, families, etc.)	Teacher of any level of school (primary, secondary, VET and higher education) as well as non-formal educators.
Number of people involved (students/trainees, teachers/trainers, etc.)	In order to be effective and collect the expected impact the training is offered to a maximum of 12 participants.
Methods for recruiting participants (If applicable)	Online, training course collects participants via social media advertisement, subscription to newsletters, and open-source access to the website of “teachers academy”.
Professionals involved (e.g., teachers, volunteers, social workers, trainers) and their role in the practice)	Evangelia – Lilia Dimaraki Master’s and Doctorate degrees in Instructional Technology and Media from Columbia University, Teachers’ College – Title of Dissertation: “Archaeotype: Reasoning in the Context of Computer-Based Archeological Excavation in the Classroom”
Implementation process and main activities Please describe any phases of implementation of the practice	Day 1 – Course introduction Introduction to the course, the school, and the external week activities; Icebreaker activities; Presentations of the participants’ schools. Introduction: Identifying the problem Issues and dilemmas related to student use of digital devices; Current digital device policies in the participants’ schools; Participants’ digital experience and generational differences. Day 2 – Attention economy, ubiquitous technology and persuasive design The value of our time online: the precious resource of around-the-clock attention that tech companies are extracting for profit; Persuasive design: techniques built into digital technology to capture attention and induce online behavior; In-class activities for identifying the persuasive and extractive features of favorite apps and social media platforms; 1st experiment: awareness of our daily digital habits. Day 3 – Potential harms of increasingly digital lifestyles



	<p>Direct impacts on well-being: mental health, digital dependency, concentration, memory, and learning; Influence on life beyond the screen: time and attention drain, self-identity, social relationships, the authenticity of experience; In-class activities for examining the relation between digital habits and real life, the value of various digital activities, and the preferred allocation of time; 2nd experiment: how our digital habits make us feel. Day 4 – A classroom environment conducive to open discussion of digital well-being Discussing sensitive issues with adolescents in the classroom: challenges, strategies, and guidelines; Structuring ways for students to articulate their personal experience and connect it with broader themes of digital well-being; In-class activities based on personal stories about “the good, the bad, and the ugly” of digital life; 3rd experiment: minimal digital device use. Day 5 – School-level initiatives for digital well-being Policies for device use and digital well-being support structures; Teacher-parent partnership for coordinated action at school and at home; Tech timeout challenges and re-assessing technology use; Creative projects and campaigns for digital well-being. Day 6 – Course closure and cultural activities Course evaluation: round-up of acquired competencies, feedback, and discussion; Awarding of the course Certificate of Attendance; Excursion and other external cultural activities.</p>
<p>Well-being of involved people List / describe how Well-being of participants (students, teachers, parents) has been fostered by implementing the practice</p>	<ul style="list-style-type: none"> - Teachers and trainers who attended the path collected information and new knowledge on how to relate to the digital aspects and matters in the classroom, during and above the teaching sessions. - Therefore, a dimension of personal and professional well-being is addressed due to the fact that the lack of ability to manage these aspects end up in concerns, anxiety, frustration on behalf of teachers. - On the other hand, also students, thought the messages conveyed by teachers, learn how to make a healthier use of the digital devices in general and specifically during classes. This contributes to a healthy approach to digital tools and to learning by using online devices.



<p>Evaluation</p> <p>Which methodology/tools have been used to evaluate the success of the practice (e.g., in terms of learning outcomes of students, etc.)</p>	<ul style="list-style-type: none"> - Post training evaluation and customer satisfaction survey along with open verbal assessment in plenary session - Unfortunately, no data have been available and shared for the mid-term impact which this course has on teachers/trainers, nevertheless on how their upskilling impacted on the students overall.
<p>Overall Impacts and benefits (on the targets, on the participating organizations, etc.)</p>	<ul style="list-style-type: none"> • Not available
<p>Sustainability</p> <p>What are the possibilities of extending practice more widely? Is the practice replicable on a larger scale? Why?</p>	<p>Training path, as provided, is extendable to any trainers' categories such adult trainers, educators in the field of youth, facilitators of groups. Some adaptations might apply. Given that, in general, the training is delivered in a transnational context, adaptations and revisions can be discussed during exchange and conversation moments of the training time itself.</p>
<p>Lessons learned</p> <p>What are the key messages and lessons learned to take away from the practice experience?</p>	<p>The experience is valuable on two levels:</p> <ul style="list-style-type: none"> • The acquired knowledge and ability to test it on behalf of teachers • The exchange activities among teachers and trainers from different countries. The sharing is added value and contributes to the personal and professional well-being of teachers.
<p>Tips for teachers and trainers interested in implementing the practice</p>	<ul style="list-style-type: none"> - The training has a fee. In general trainers and teachers might benefit from the E+ allowance as long as their organization (school or training deliverer) have acquired an accreditation from National Agencies which enables them to use the lumpsum (€ 80 per day, plus transfer and accommodation costs) which the Erasmus programs provides. In case the organization is not accredited the participants pay a regular fee as indicated by the training organizer.

Description of the implemented practices



Suggested by (name, email)	T-HAP LTD
Title/name of the practice	Opinions of Teachers on Distance Education Applications in English Language Teaching Policies in Northern Cyprus During the COVID-19 Pandemic Link
Abstract Provide an abstract of a maximum of 500 words is useful to provide a summary description of the practice	Some problems of distance education conducted in online platforms were referred to the increased workload of teachers. From this point of view, considering the foreign language education policy and planning, this study deals with the distance education practices of English teachers, the difficulties they encounter in the process, and their solution proposals. The research, which was designed as a qualitative study, was conducted with a case study design. The participants of the research are 13 English teachers working at the secondary school level.
Country of implementation	Cyprus
Lead organization	Department of Educational Administration and Supervision, European University of Lefke.
Main partners	N/A
Period of implementation	Lockdown period 2020
Language of delivery	English
Main objectives of the practice	Detect the emerging needs and difficulties of teachers in delivery of teaching activity of foreign languages.
Context	Forced distance teaching activities due to lockdown.



<p>What is the context where the practice has been implemented and the main challenges being addressed?</p>	
<p>Target groups and their characteristics (e.g., students, teachers, families, etc.)</p>	<p>English language teachers</p>
<p>Number of people involved (students/trainees, teachers/trainers, etc.)</p>	<p>13</p>
<p>Methods for recruiting participants (If applicable)</p>	<p>According to the Education Statistical Yearbook published by the ministry in 2020, 500 English teachers are working in different public secondary schools (Ministry of National Education and Culture [MONEC], 2020). Therefore, in order to explain the subject studied in depth, 13 participants determined by using homogeneous sampling method were included in the research.</p>
<p>Professionals involved (e.g., teachers, volunteers, social workers, trainers) and their role in the practice)</p>	<p>English teachers who teach at secondary school level in different public schools in Northern Cyprus using emergency distance education applications in the 2021–2022 academic fall semester.</p>
<p>Implementation process and main activities</p>	<p>Semi-structured interviews were conducted in accordance with the purpose of the research. Dörnyei (2007) explains that semi-structured interviews are useful because their format is open-ended and the interviewer is given freedom to express his/her ideas in depth. Therefore, semi-structured interview techniques were preferred in order to provide in-depth data on the research questions. In this way, a form developed by the research consisting of two parts was used as a data collection tool. Interview questions were prepared after reviewing the relevant literature. The created form was presented to two Turkish language academicians specialized in content validity, language and expression.</p>



<p>Well-being of involved people List / describe how Well-being of participants (students, teachers, parents) has been fostered by implementing the practice</p>	<ul style="list-style-type: none"> - Use of the tanel of digital tools to increase the efficacy of the teaching methods and interaction with students; - Organization and implementation of seminars and workshops, to teach teachers and trainers on digital skills; - The need to establish a healthy infrastructure has arisen so that distance education and home office working can function properly; - The necessity of involving partners into the educational processes and proper learning environments; - Adapting set of various pedagogical methods, in order to support actively students during various educational path;
<p>Evaluation</p> <p>Which methodology/tools have been used to evaluate the success of the practice (e.g., in terms of learning outcomes of students, etc.)</p>	<ul style="list-style-type: none"> - Evaluation survey for teachers, and semi-structured interviews in order to evaluate the implementation/ adaptation of the teaching practices.
<p>Overall Impacts and benefits (on the targets, on the participating organizations, etc.)</p> <p>Please, specify</p>	<ul style="list-style-type: none"> - Improvement of the teaching practices; - Improvement of digital skills of both teachers and students - Increasing direct engagement of parents and families into the educational contexts.
<p>Sustainability</p> <p>What are the possibilities of extending practice more widely? Is the practice replicable on a larger scale? Why?</p>	<p>Highly transferable practice, after the described pilots, research activity transferable to the wider target group, both to teachers from other secondary schools, teaching other subjects then languages and not only. Through the use of online open-source tools, the practices can be freely transferable to other teaching contexts.</p>



<p>Lessons learned</p> <p>What are the key messages and lessons learned to take away from the practice experience?</p>	<ul style="list-style-type: none"> - Teachers must work proper on the development of digital competencies - It is necessary to access the digital competencies of both teachers and students, before starting the online learning - Teachers need adopt various teaching methodologies, and approaches, in particular for the stimulation and active engagement of pupils; - Use various digital tools in the integrative way to support teaching sessions.
<p>Tips for teachers and trainers interested in implementing the practice</p>	<ul style="list-style-type: none"> - Keep present that student engagement, through the distance learning is crucial, even if entertainment of the lectures is much more difficult.



Denmark

Description of the implemented practices	
Suggested by (name, email)	Niels-Ole Ankerstjerne noa@fo-aarhus.dk
Title/name of the practice	Bring a personal item
<p>Abstract</p> <p>Provide an abstract of a maximum of 500 words is useful to provide a summary description of the practice</p>	<p>When beginning a meeting, online or face 2 faces with a new group, ask people to bring a personal item. In the Check-in session ask people to tell the others about the item, and what it represents to them. You might even ask them to relate it to the topic of the meeting or the work in the group. The choice of Item will tell you a lot about the person, and hearing them explain will also give you a quick sense of who you are working with. This short activity is a quick way to help the group build a common identity with clear personal identities. Each member will be able to remember the others more clearly because they have an item and a personal story to attach to each person.</p>
Country of implementation	International group
Lead organization	FO-Aarhus



<p>Main partners (If any)</p>	<p>This exercise can be used in most online scenarios, teaching an online class, or facilitating an online course or event.</p>
<p>Period of implementation</p>	<p>Short activity combined with the Check In activity, but need preparation in time to make participants bring their item, and also maybe a reminder before the meeting.</p>
<p>Language of delivery</p>	<p>English, all languages</p>
<p>Main objectives of the practice</p>	<p>The objective is to build a positive group identity using a short activity. It gives participants a chance to open up to sharing who they “are” in a non-formal and safe way. The items and the story behind them reveal a lot about the person but the person is still fully in charge of the narrative. This activity is most effective when used in a group that will have to work closely together and not just attend the same one-time lecture.</p>
<p>Context What is the context where the practice has been implemented and the main challenges being addressed?</p>	<p>The context where we used this activity was at our first meeting in a group that would go on to work together for a long time. The “Bring a personal item” activity was a great way of quickly learning a lot about our future teammates. The few people who forgot to bring an item found something like their phone or a USB drive and still managed to tell a story about the item, and through that about themselves.</p>
<p>Target groups and their characteristics (e.g., students, teachers, families, etc.)</p>	<p>Most groups will be able to appreciate and take part in the activity.</p>
<p>Number of people involved (students/trainees, teachers/trainers, etc.)</p>	<p>Best with smaller groups since participants have to tell the story, but can done face 2 face as well as online.</p>
<p>Methods for recruiting participants (If applicable)</p>	<p>N/A</p>
<p>Professionals involved</p>	<p>N/A</p>



<p>(e.g., teachers, volunteers, social workers, trainers) and their role in the practice)</p>	
<p>Implementation process and main activities</p> <p>Please describe any phases of implementation of the practice</p>	<p>This activity needs some preparation. The facilitator/teacher has to inform the participants/students that they have to bring a personal item for the first meeting. It might also take a few reminders to be sure that everybody has understood the assignment.</p> <p>The activity itself is very straightforward, the participants go in turn, maybe as a part of the check-in to present themselves and then explain their personal item and the significance of it. It's important to frame the activity in a way that the story about the item explains either something about the person, or represents something about the project/work that the group is going to be part of.</p>
<p>Well-being of involved people</p> <p>List / describe how Well-being of participants (students, teachers, parents) has been fostered by implementing the practice</p>	<p>Getting to know each other is an important part of group work. And normally it can take some time to get to know the people that you have to work with.</p> <p>Gradually you will get an image of the other people, but talking about the work-related topics will not tell you much about the person. This Activity is a quick way to provide some nuances to the people you are going to work with.</p>
<p>Evaluation</p> <p>Which methodology/tools have been used to evaluate the success of the practice (e.g., in terms of learning outcomes of students, etc.)</p>	<p>The activity was evaluated positively when we used it. Even though some participants did not bring an item they were quick to find something and tell a story. The activity helped to remember the other people's name and the items gave you something to remember them by.</p>
<p>Overall Impacts and benefits (on the targets, on the participating organizations, etc.)</p> <p>Please, specify</p>	<p>Getting to know people's personality is an important part of any form of team building. This short activity is a quick way to know a little more about others.</p> <p>This will improve the group dynamic, and get off to a good start in the coming group work.</p>



<p>Sustainability</p> <p>What are the possibilities of extending practice more widely? Is the practice replicable on a larger scale? Why?</p>	<p>This practice can be used in most online synchronous online learning situations. It is best suited for groups that will be working together over a period of time and it is best with a smaller group. If people are not able to bring personal items you can also make them tell a funny story, or a “fun fact” about themselves. But the item can be easier to talk about, and also be less intimidating and revealing to share.</p>
<p>Lessons learned</p> <p>What are the key messages and lessons learned to take away from the practice experience?</p>	<p>“Bring a personal item” is an easy activity for creating a good group dynamic at the start of the process. It does require that you have prepared the group for the activity, and that you are able to create a relaxed atmosphere in order for the participants to open up to the others. Talking about an Item however is relatively “safe” while also showing something about yourself.</p>
<p>Tips for teachers and trainers interested in implementing the practice</p>	<p>The main thing is to prepare your group for the exercise. Write it into the agenda so they are reminded, and also present the idea when you send out an invite to the meeting. Be sure to have a relaxed mood in the group, and let people tell as little or as much as they are comfortable with. Comment on the story and reinforce their place in the group dynamic by active listening and positive feedback.</p>

Description of the implemented practices	
<p>Suggested by (name, email)</p>	<p>Niels-Ole Ankerstjerne noa@fo-aarhus.dk</p>
<p>Title/name of the practice</p>	<p>Scavenger hunt</p>
<p>Abstract</p> <p>Provide an abstract of a maximum of 500 words is useful to provide a summary description of the practice</p>	<p>The scavenger hunt is an energizing activity to be used in online learning when you need to get the students activated in their own home. It can be done as a short energizer where students have to find an item that fits the description, like a blue object or a book. Many variations can be made, like: “Find the object in the room farthest from your position.” The scavenger hunt can also be elevated to an actual game when students have to collect all the items from a list, fastest wins, or the first student back with the item decides the next item.</p>
<p>Country of implementation</p>	<p>Denmark</p>



Lead organisation	FO-Aarhus
Main partners (If any)	This exercise can be used in most online scenarios, teaching an online class, or facilitating an online course or event.
Period of implementation	
Language of delivery	English, all languages
Main objectives of the practice	To have a fun break in an otherwise long online day with little physical activity
Context What is the context where the practice has been implemented and the main challenges being addressed?	The Scavenger hunt was used as energizer in online seminars where participants had to be activated between presentations.
Target groups and their characteristics (e.g., students, teachers, families, etc.)	Most groups will be able to appreciate and take part in the activity.
Number of people involved (students/trainees, teachers/trainers, etc.)	Best with smaller groups since participants have to show their items on camera.
Methods for recruiting participants (If applicable)	N/A
Professionals involved (e.g., teachers, volunteers, social workers, trainers) and their role in the practice)	N/A
Implementation process and main activities Please describe any phases of implementation of the practice	Short introduction - can be done without preparation, and on short notice. Teacher will introduce the activity explaining that participants have to run and find the item and the first one back "wins". The objective of the activity is to get a break from the screen and get renewed energy. The activity is over when the teacher finds that this objective has been reached.



<p>Well-being of involved people List / describe how Well-being of participants (students, teachers, parents) has been fostered by implementing the practice</p>	<p>Sitting in front of the screen for long will quickly make students lose their focus. An activity that engages the body and uses other parts of the mind to do will help them move out of the mind space for a while and make it easier to get back into it with renewed energy.</p>
<p>Evaluation</p> <p>Which methodology/tools have been used to evaluate the success of the practice (e.g., in terms of learning outcomes of students, etc.)</p>	<p>The activity was evaluated positively when we used it. Long online seminars can be hard to sit through if the facilitator is not aware of the physical needs of the participants.</p>
<p>Overall Impacts and benefits (on the targets, on the participating organizations, etc.)</p> <p>Please, specify</p>	<p>An activity that gives students a break from the learning mind space can be an effective way of regaining focus. Shifting focus and feeling that you have a short break makes it easier to get back into the learning mind space.</p>
<p>Sustainability</p> <p>What are the possibilities of extending practice more widely? Is the practice replicable on a larger scale? Why?</p>	<p>This practice can be used in most online synchronous online learning situations. It could be a returning feature of the online classroom, where the students have a say in how to organize the activity, or even facilitate it.</p>
<p>Lessons learned</p> <p>What are the key messages and lessons learned to take away from the practice experience?</p>	<p>The Scavenger hunt is an easy exercise that can be modified in many ways. It is a well-suited activity if you have longer online events that need some energizers in order to get the participant out of the learning mind space for a minute in order to be able to go on with renewed energy.</p>
<p>Tips for teachers and trainers interested in implementing the practice</p>	<p>It's just an easy and quick activity that you can use when needed. You don't need to let it go on for very long. If you play it as a game with students who know the activity, let them be a part of the facilitation.</p>



	You can also substitute the activity of finding things in the house with other physical activities like jumping, running or other exercises.
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Description of the implemented practices	
Suggested by (name, email)	Niels-Ole Ankerstjerne noa@fo-aarhus.dk
Title/name of the practice	Pass the glass
<p>Abstract</p> <p>Provide an abstract of a maximum of 500 words is useful to provide a summary description of the practice</p>	<p>Pass the glass is a fun brainteaser for online meetings where everybody is online with a camera and viewing the participants in “tile” mode.</p> <p>Everybody gets their coffee or tea mug, or glass and then they pass it through the side of the screen to the neighbor. The optical illusion is that the coffee mug passes between all the participants in the meeting but it requires a high level of concentration to make it look right. Since the cameras are often mirrored and the position of the participants might not be the same on all screens, it takes some coordination to get it right. The facilitator can record the attempt so everyone can see the final result after the meeting.</p> <p>The point of this activity is to have some fun and get out of the work mind space and do something difficult that uses another part of the brain.</p>
Country of implementation	Denmark
Lead organization	FO-Aarhus
<p>Main partners</p> <p>(If any)</p>	This exercise can be used in online scenarios with relatively few participants. More than 10 people will make it difficult to get to work properly.
Period of implementation	The activity takes 5-10 minutes, with introduction - trials - recording and celebrations.
Language of delivery	English, all languages
Main objectives of the practice	To have a fun break in an otherwise long online day. It is a brain teaser that requires teamwork and a bit of abstract thinking.



<p>Context</p> <p>What is the context where the practice has been implemented and the main challenges being addressed?</p>	<p>If you have a long day of online teamwork, you might need a break in the form of doing something fun that will also help in team building.</p>
<p>Target groups and their characteristics (e.g., students, teachers, families, etc.)</p>	<p>This activity requires a group that knows each other quite well, and will still think it is fun even if they can't make it work perfectly. All participants have to have a camera, and you need to have a tiled layout for your video conference.</p>
<p>Number of people involved (students/trainees, teachers/trainers, etc.)</p>	<p>Best with smaller groups since participants have to show their items on camera. 6-8 people works well.</p>
<p>Methods for recruiting participants (If applicable)</p>	<p>N/A</p>
<p>Professionals involved (e.g., teachers, volunteers, social workers, trainers) and their role in the practice)</p>	<p>N/A</p>



<p>Implementation process and main activities</p> <p>Please describe any phases of implementation of the practice</p>	<p>Short introduction - can be done without preparation, and on short notice. Teacher will introduce the activity explaining that participants have to find a coffee mug or a glass to pass around. The facilitator explains how the layout looks from her perspective. This is important since she will be the one who records the screen and the positions have to match that. Everyone experiments with what side to hand to and receive from, and how close to the camera the Mug has to be in order to create the illusion. After a trial run the record button is clicked and the real attempt is made. Some have to hand the mug sideways, and some will have to hand it up and down in order to make it all through the circle.</p>
<p>Well-being of involved people List / describe how Well-being of participants (students, teachers, parents) has been fostered by implementing the practice</p>	<p>This activity is meant to be fun, and it's also meant to fail a lot. But it should also be able to create a success for the team, and a positive side effect is a video that can be shared to boost group identity both internally and to the outside world.</p>
<p>Evaluation</p> <p>Which methodology/tools have been used to evaluate the success of the practice (e.g., in terms of learning outcomes of students, etc.)</p>	<p>The activity was evaluated positively when we used it. It's an activity that is being referenced over and over, and it will be something that one will try to replicate in other groups as well. In other words, it doesn't get old and boring.</p>
<p>Overall Impacts and benefits (on the targets, on the participating organizations, etc.)</p> <p>Please, specify</p>	<p>Using the mind to solve a puzzle like this that requires teamwork and concentration is a good way to get out of the listening of presenting mind space and be creative and have fun.</p>



<p>Sustainability</p> <p>What are the possibilities of extending practice more widely? Is the practice replicable on a larger scale? Why?</p>	<p>This activity can be used in smaller groups where the participants feel safe with one another. There are some variations that can be used like doing “the wave” where everybody raises their arms in the right sequence to make a wave. This version is quicker and requires less coordination, but also requires instruction, teamwork and a lot of laughs.</p>
<p>Lessons learned</p> <p>What are the key messages and lessons learned to take away from the practice experience?</p>	<p>“Pass the glass” will be a fun activity that will be remembered and referenced later. The video made can be shared and serve as inspiration for others.</p>
<p>Tips for teachers and trainers interested in implementing the practice</p>	<p>It's a good idea to try this activity with experienced “on liners” the first time - there are many things in the technical setup that can surprise, and different video conferencing systems may act differently. So, test it out with friends before you do this activity with strangers.</p>

Description of the implemented practices	
<p>Suggested by (name, email)</p>	<p>Trine Volder</p>
<p>Title/name of the practice</p>	<p>Mood scale</p>
<p>Abstract</p> <p>Provide an abstract of a maximum of 500 words is useful to provide a summary description of the practice</p>	<p>This exercise can be used both online and in physical education. We use it here at school every day when we meet in the morning. It is an activity where we check in with each other and the teacher can also sense if any of the students need extra support that day. We have made a large piece of cardboard with 5 faces, from sad/sad to really happy - we have given the 5 smileys the numbers 1 to 5. Pupils have chosen their own figure which we have printed out and laminated. They get up and move it in the morning when we start, also we do a round where they can tell us why they are where they are. This gives the pupils the opportunity to tell us if something is bothering them or if they have had a nice morning.</p>



Country of implementation	Denmark
Lead organisation	FO-Aarhus
Main partners (If any)	N/A
Period of implementation	Once you have created the smiley chart and printed their "avatar", it is a very easy activity to implement.
Language of delivery	Any
Main objectives of the practice	It makes a lot of sense to use this exercise for our students, as they are together for 3 years, and when they transition to another line/grade, they know how all the school days starts. We make sure to start the same way every day.
Context What is the context where the practice has been implemented and the main challenges being addressed?	Our students really benefit from learning how to put their feelings, thoughts and moods into words, but also how to listen to others. So, it makes a lot of sense to practice saying out loud how you feel. That way, everyone also learns to respect each other and to be considerate when needed.
Target groups and their characteristics (e.g., students, teachers, families, etc.)	All groups do have a check in, but it doesn't necessarily have to be with the visual overview, like smileys.
Number of people involved (students/trainees, teachers/trainers, etc.)	We are between 4-8 students at a time, of course the group should not be too large, then it can take too much time to get through the round.
Methods for recruiting participants (If applicable)	N/A
Professionals involved (e.g., teachers, volunteers, social workers, trainers) and their role in the practice)	N/A



<p>Implementation process and main activities</p> <p>Please describe any phases of implementation of the practice</p>	<p>A chart will be made and students will have their own character/avatar. Of course, this requires some preparation.</p> <p>The facilitator/teacher also needs to be good at asking the right questions and be curious if it is difficult for the pupil to tell how they feel.</p>
<p>Well-being of involved people</p> <p>List / describe how Well-being of participants (students, teachers, parents) has been fostered by implementing the practice</p>	<p>Our students love this exercise, and often they've already placed their avatar before the teacher enters the classroom, eager to tell how they're doing today. This is a very positive development, especially for our students who may have difficulty putting their feelings into words.</p>
<p>Evaluation</p> <p>Which methodology/tools have been used to evaluate the success of the practice (e.g., in terms of learning outcomes of students, etc.)</p>	<p>We have had great success with this exercise, both positive feedback from the trainers as well as the students. It's really nice for the teacher to know from the morning if any of the students are having an off-day. This way you can be aware of the student and if necessary, pull the student aside and ask if there is anything we can do for him/her today.</p>
<p>Overall Impacts and benefits (on the targets, on the participating organizations, etc.)</p> <p>Please, specify</p>	<p>In our school we are teaching students that have difficulties reading and expressing feelings. Therefore, this activity is a very important part of the daily routine in class, since the students practice expressing how they feel, and they get easy access to the knowledge of their fellow students' state of mind on the day.</p>



<p>Sustainability</p> <p>What are the possibilities of extending practice more widely? Is the practice replicable on a larger scale? Why?</p>	<p>This activity can be used anywhere as a part of the daily check-in. The avatar can be used to talk about mood, but also about stress levels, or focus, or other things that may be important to know for the other students.</p>
<p>Lessons learned</p> <p>What are the key messages and lessons learned to take away from the practice experience?</p>	<p>This activity makes something that could potentially be a big problem seem like an easy daily routine. We would never consider not using the mood scale activity in the future.</p>
<p>Tips for teachers and trainers interested in implementing the practice</p>	<p>Find out if you need this activity first. Are your students having difficulty in reading or expressing emotions? Then it might be a good fit for you as well.</p> <p>The activity requires the same start to every day, and it has to become a routine. This of course takes some work and some coordination between teachers and management.</p>

Description of the implemented practices	
Suggested by (name, email)	Niels-Ole Ankerstjerne noa@fo-aarhus.dk
Title/name of the practice	Bring a personal item
<p>Abstract</p> <p>Provide an abstract of a maximum of 500 words is useful to provide a summary description of the practice</p>	<p>When beginning a meeting, online or face 2 faces with a new group, ask people to bring a personal item. In the Check-in session ask people to tell the others about the item, and what it represents to them. You might even ask them to relate it to the topic of the meeting or the work in the group. The choice of Item will tell you a lot about the person, and hearing them explain will also give you a quick sense of who you are working with. This short activity is a quick way to help the group build a common identity with clear personal identities. Each member will be able to remember the others more clearly because they have an item and a personal story to attach to each person.</p>



Country of implementation	International group
Lead organization	FO-Aarhus
Main partners (If any)	This exercise can be used in most online scenarios, teaching an online class, or facilitating an online course or event.
Period of implementation	Short activity combined with the Check In activity, but need preparation in time to make participants bring their item, and also maybe a reminder before the meeting.
Language of delivery	English, all languages
Main objectives of the practice	The objective is to build a positive group identity using a short activity. It gives participants a chance to open up to sharing who they “are” in a non-formal and safe way. The items and the story behind them reveal a lot about the person but the person is still fully in charge of the narrative. This activity is most effective when used in a group that will have to work closely together and not just attend the same one-time lecture.
Context What is the context where the practice has been implemented and the main challenges being addressed?	The context where we used this activity was at our first meeting in a group that would go on to work together for a long time. The “Bring a personal item” activity was a great way of quickly learning a lot about our future teammates. The few people who forgot to bring an item found something like their phone or a USB drive and still managed to tell a story about the item, and through that about themselves.
Target groups and their characteristics (e.g., students, teachers, families, etc.)	Most groups will be able to appreciate and take part in the activity.



<p>Number of people involved (students/trainees, teachers/trainers, etc.)</p>	<p>Best with smaller groups since participants have to tell the story, but can done face 2 face as well as online.</p>
<p>Methods for recruiting participants (If applicable)</p>	<p>N/A</p>
<p>Professionals involved (e.g., teachers, volunteers, social workers, trainers) and their role in the practice)</p>	<p>N/A</p>
<p>Implementation process and main activities Please describe any phases of implementation of the practice</p>	<p>This activity needs some preparation. The facilitator/teacher has to inform the participants/students that they have to bring a personal item for the first meeting. It might also take a few reminders to be sure that everybody has understood the assignment. The activity itself is very straightforward, the participants go in turn, maybe as a part of the check-in to present themselves and then explain their personal item and the significance of it. It's important to frame the activity in a way that the story about the item explains either something about the person, or represents something about the project/work that the group is going to be part of.</p>
<p>Well-being of involved people List / describe how Well-being of participants (students, teachers, parents) has been fostered by implementing the practice</p>	<p>Getting to know each other is an important part of group work. And normally it can take some time to get to know the people that you have to work with. Gradually you will get an image of the other people, but talking about the work-related topics will not tell you much about the person. This Activity is a quick way to provide some nuances to the people you are going to work with.</p>



<p>Evaluation</p> <p>Which methodology/tools have been used to evaluate the success of the practice (e.g., in terms of learning outcomes of students, etc.)</p>	<p>The activity was evaluated positively when we used it. Even though some participants did not bring an item they were quick to find something and tell a story. The activity helped to remember the other people's name and the items gave you something to remember them by.</p>
<p>Overall Impacts and benefits (on the targets, on the participating organizations, etc.)</p> <p>Please, specify</p>	<p>Getting to know people's personality is an important part of any form of team building. This short activity is a quick way to know a little more about others. This will improve the group dynamic, and get off to a good start in the coming group work.</p>
<p>Sustainability</p> <p>What are the possibilities of extending practice more widely? Is the practice replicable on a larger scale? Why?</p>	<p>This practice can be used in most online synchronous online learning situations. It is best suited for groups that will be working together over a period of time and it is best with a smaller group. If people are not able to bring personal items you can also make them tell a funny story, or a "fun fact" about themselves. But the item can be easier to talk about, and also be less intimidating and revealing to share.</p>



<p>Lessons learned</p> <p>What are the key messages and lessons learned to take away from the practice experience?</p>	<p>“Bring a personal item” is an easy activity for creating a good group dynamic at the start of the process. It does require that you have prepared the group for the activity, and that you are able to create a relaxed atmosphere in order for the participants to open up to the others.</p> <p>Talking about an Item however is relatively “safe” while also showing something about yourself.</p>
<p>Tips for teachers and trainers interested in implementing the practice</p>	<p>The main thing is to prepare your group for the exercise. Write it into the agenda so they are reminded, and also present the idea when you send out an invite to the meeting.</p> <p>Be sure to have a relaxed mood in the group, and let people tell as little or as much as they are comfortable with.</p> <p>Comment on the story and reinforce their place in the group dynamic by active listening and positive feedback.</p>



France

Description of the implemented practices	
<p>Suggested by (name, email)</p>	<p>Johane STEINER j.steiner@velay.greta.fr</p>
<p>Title/name of the practice</p>	<p>Emotional weather</p>
<p>Abstract</p> <p>Provide an abstract of a maximum of 500 words is useful to provide a summary description of the practice</p>	<p>At the beginning of a training day, ask each participant for their emotional weather. Each participant can choose the image that most closely matches to their mood from among the proposed images (clouds, tornadoes, sunshine, snow...). Then, the learner can explain the chosen weather, if he/she wishes.</p> <p>The trainer can also participate to the emotional weather in order to share his/her mood.</p>



Country of implementation	France
Lead organisation	Greta du Velay
Main partners (If any)	This activity can be used with children but also with adults. You can use it during face-to-face classes but you can also adapt it for online classes.
Period of implementation	At the beginning of a day or of a training.
Language of delivery	All languages.
Main objectives of the practice	This activity allows the trainer to have an overview of the group's emotions in order to adapt the rhythm of the course, if necessary. It also allows the learner to express his/her emotions.
Context What is the context where the practice has been implemented and the main challenges being addressed?	It is important for learners to express their feelings but it's also important for the trainer to know in which mood the learners are in.
Target groups and their characteristics (e.g., students, teachers, families, etc.)	It can be used with all types of groups.
Number of people involved (students/trainees, teachers/trainers, etc.)	There isn't a number minimum or maximum requested for this activity. However, the group mustn't be too large in order to not spend too much time on this little beginning activity.
Methods for recruiting participants (If applicable)	
Professionals involved (e.g., teachers, volunteers, social workers, trainers) and their role in the practice)	The trainer if he/she wants to share his/her mood. It is also good that learners are aware that trainers also have moods, as much as learners.



<p>Implementation process and main activities</p> <p>Please describe any phases of implementation of the practice</p>	<ol style="list-style-type: none"> 1) The trainer draws different weather next to each other, on a board 2) Learners can take a marker and draw a line under the weather that corresponds to his/her mood 3) The trainer makes an oral summary of the group's mood and asks if anyone wants to explain their mood.
<p>Well-being of involved people</p> <p>List / describe how Well-being of participants (students, teachers, parents) has been fostered by implementing the practice</p>	<p>This activity allows learners and the trainer to share their emotions and put words on their feelings.</p>
<p>Evaluation</p> <p>Which methodology/tools have been used to evaluate the success of the practice (e.g., in terms of learning outcomes of students, etc.)</p>	<p>We had positive feedback from the trainers and learners. Learners feel considered and the trainer has an overview of the group's emotions in order to adapt the rhythm of the course, if necessary. Moreover, this activity allows learners to start the day quietly so that they can pay more attention later on.</p>
<p>Overall Impacts and benefits (on the targets, on the participating organizations, etc.)</p>	
<p>Sustainability</p> <p>What are the possibilities of extending practice more widely? Is the practice replicable on a larger scale? Why?</p>	<p>This activity can also be used as a self-assessment test around the knowledge of learners.</p> <p>Instead of having emotions as a topic, the trainer can ask the learners how they felt about the training last time or how they feel about their learning process.</p>



<p>Lessons learned</p> <p>What are the key messages and lessons learned to take away from the practice experience?</p>	<p>This activity allows the trainer to be alerted to the mood of his learners in order to adapt his training session. Furthermore, it is an opportunity for learners to express their emotions in order to be more focused during the course.</p>
<p>Tips for teachers and trainers interested in implementing the practice</p>	<p>Trainers must choose how they want to use this tool. It can be used routinely or randomly, depending on the topic.</p>

Description of the implemented practices	
<p>Suggested by (name, email)</p>	<p>Johane STEINER j.steiner@velay.greta.fr</p>
<p>Title/name of the practice</p>	<p>The five-finger consensus</p>
<p>Abstract</p> <p>Provide an abstract of a maximum of 500 words is useful to provide a summary description of the practice</p>	<p>Ask your participants to indicate their level of understanding or agreement with the topic you are dealing with. To get them to speak, they should use one hand and show - from 0 to 5 - how they feel: if they hold up 5 fingers, they understand the topic very well. If they raise their fist, they feel far from the topic or do not understand the session. Look at the participants who hold up 0 to 3 fingers, they will help you to be clearer, to rephrase or to dig deeper into the subject.</p>
<p>Country of implementation</p>	<p>France</p>
<p>Lead organization</p>	<p>Greta du Velay</p>
<p>Main partners (If any)</p>	<p>You can use this method for online learning, face-to-face learning and with all types of public.</p>
<p>Period of implementation</p>	<p>During a course or after the trainer has explained something technical.</p>
<p>Language of delivery</p>	<p>All languages.</p>
<p>Main objectives of the practice</p>	<p>Measure gaps in perception so that we can focus on those participants who feel the need of help without disturbing others.</p>



<p>Context</p> <p>What is the context where the practice has been implemented and the main challenges being addressed?</p>	<p>During online courses.</p>
<p>Target groups and their characteristics (e.g., students, teachers, families, etc.)</p>	<p>Students</p>
<p>Number of people involved (students/trainees, teachers/trainers, etc.)</p>	<p>As much as desired</p>
<p>Methods for recruiting participants (If applicable)</p>	
<p>Professionals involved (e.g., teachers, volunteers, social workers, trainers) and their role in the practice)</p>	<p>Teachers/trainers and students.</p>
<p>Implementation process and main activities</p> <p>Please describe any phases of implementation of the practice</p>	<p>There is no particular process to implement this activity. Trainers/teachers can implement it whenever and wherever they want.</p>
<p>Well-being of involved people List / describe how Well-being of participants (students, teachers, parents) has been fostered by implementing the practice</p>	<p>Learners feel reassured that they will not disturb the whole group if they say they have not understood. It is also visual and does not disrupt the rhythm of the course.</p>



<p>Evaluation</p> <p>Which methodology/tools have been used to evaluate the success of the practice (e.g., in terms of learning outcomes of students, etc.)</p>	
<p>Overall Impacts and benefits (on the targets, on the participating organizations, etc.)</p> <p>Please, specify</p>	<p>This method allows the trainer/teacher to know quickly if the group has understood. Learners feel considered.</p>
<p>Sustainability</p> <p>What are the possibilities of extending practice more widely? Is the practice replicable on a larger scale? Why?</p>	<p>This activity can be extended in every practice. It can be used during online courses but also during face-to-face courses.</p>
<p>Lessons learned</p> <p>What are the key messages and lessons learned to take away from the practice experience?</p>	<p>This method makes it possible to remove all the obstacles to learning, concerning misunderstandings.</p>
<p>Tips for teachers and trainers interested in implementing the practice</p>	

Description of the implemented practices	
<p>Suggested by (name, email)</p>	<p>Johane STEINER j.steiner@velay.greta.fr</p>
<p>Title/name of the practice</p>	<p>G.E.A.S.E (Training Group for the Analysis of Educational Situations)</p>



Abstract Provide an abstract of a maximum of 500 words is useful to provide a summary description of the practice	The G.E.A.S.E. has been created for teachers but it can be used for all professions. It is a professional support system where participants can analyze different practices.
Country of implementation	France
Lead organization	Greta du Velay
Main partners (If any)	It is recommended to use this activity with participants from the same profession.
Period of implementation	After an internship or a long period in a company. The activity lasts about 1h40.
Language of delivery	All languages.
Main objectives of the practice	This activity is a listening device that helps people to verbalize their thoughts. The interest is to use the richness of the group and its support to shed light on the situation presented by a colleague. It is a time of sharing where each participant can offer solutions to a problem encountered.
Context What is the context where the practice has been implemented and the main challenges being addressed?	I have experienced this activity as a participant when I did my studies in order to be a school teacher.



<p>Target groups and their characteristics (e.g., students, teachers, families, etc.)</p>	<ul style="list-style-type: none"> - Students that had an internship. - It can be a topic of a training for teachers/trainers (for example, to express their feelings when they had to do digital learning during the Covid).
<p>Number of people involved (students/trainees, teachers/trainers, etc.)</p>	<p>Maximum 10 persons, otherwise it can impress the narrator.</p>
<p>Methods for recruiting participants (If applicable)</p>	
<p>Professionals involved (e.g., teachers, volunteers, social workers, trainers) and their role in the practice)</p>	<ul style="list-style-type: none"> - Students who are participants, including one narrator - 2 teachers who are facilitators
<p>Implementation process and main activities</p> <p>Please describe any phases of implementation of the practice</p>	<p>This activity has several phases that must be respected:</p> <ol style="list-style-type: none"> 1) <u>Narration of a moment of professional practice by a participant (20 min):</u> The facilitator invites the participants to find a professional situation they would like to talk about. After having thought about a case for 5 to 10 minutes in groups of 2 or 3, the narrator presents the case chosen by the facilitator. The facilitator invites the group to listen without interrupting the narrator. The narrator then changes position and faces the group, he/she presents his/her case (10 minutes) without being interrupted and in conclusion formulates a problem in the form of a question put to the group. 2) <u>Questioning of the narrator by the group (30 min):</u> Through these questions the group forces the narrator to have another look at his own situation. It is not a question of value judgement, no disguised advice or subjective hypotheses, only questions of an informative nature to understand the situation better. 3) <u>Formulation of hypotheses (30 min):</u>



	<p>The narrator remains silent. The formulation of hypotheses turns the group into a community of understanding, which confronts subjective visions of the experience, based on different referents. Everyone says how they understand the situation. The facilitator takes notes on the board.</p> <p>4) <u>The floor is given back to the narrator (5 min):</u></p> <p>The narrator is asked to express himself on what the group has told him about his case, and what he has learned from it.</p> <p>5) <u>Everyone in the group is invited to express themselves (10-15 minutes)</u> on the content (what they have learned from the case) as well as on the form (the work of the group, the interest of the device and possible criticism). What can I point out that is important for me? What questions do I ask myself?</p> <p>Moreover, the G.E.A.S.E is based on certain essential operating rules:</p> <ul style="list-style-type: none"> - Confidentiality of exchanges - The narrator's right of non-reply - Establish a relationship of trust (listen and understand, no judgement)
<p>Well-being of involved people List / describe how Well-being of participants (students, teachers, parents) has been fostered by implementing the practice</p>	<p>This activity usually brings out the emotions of the narrator as he/she exposes a situation that he/she has experienced as being uncomfortable. Thus, it is essential that there are no judgements between peers. This activity can be disturbing for the different participants and facilitators but it allows them to put words to an uncomfortable situation they have experienced.</p>



<p>Evaluation</p> <p>Which methodology/tools have been used to evaluate the success of the practice (e.g., in terms of learning outcomes of students, etc.)</p>	<p>This success of the activity can be evaluated by asking at the next session if the narrator has put things in place to ensure that this uncomfortable situation does not recur.</p>
<p>Overall Impacts and benefits (on the targets, on the participating organizations, etc.)</p> <p>Please, specify</p>	<p>This activity provides an opportunity to discuss uncomfortable situations that several participants may experience and to find several solutions to a problem encountered. It allows participants to have a moment to express their emotions and feelings in a climate of trust.</p> <p>However, it is recommended to ask participants to think about a situation before coming to a G.E.A.S.E in order that they don't feel uncomfortable by not finding a situation.</p>
<p>Sustainability</p> <p>What are the possibilities of extending practice more widely? Is the practice replicable on a larger scale? Why?</p>	<p>You can either use this activity with students but also with teachers and trainers (for example, to express their feelings when they had to do digital learning during the Covid).</p>
<p>Lessons learned</p> <p>What are the key messages and lessons learned to take away from the practice experience?</p>	<p>This activity is a rich learning experience by sharing and expressing one's own experience and feelings.</p>
<p>Tips for teachers and trainers interested in implementing the practice</p>	<ul style="list-style-type: none"> - Use this activity with maximum 10 persons - the facilitator should not hesitate to reframe the steps of the G.E.A.S.E - ask participants to think at a situation before coming to a G.E.A.S.E in order that they don't feel uncomfortable by not finding a situation



Croatia





Description of the implemented practices	
Suggested by (name, email)	Dunja Mijović, dunja.mijovic@skole.hr
Title/name of the practice	Well-being in my classroom
Abstract Provide an abstract of a maximum of 500 words is useful to provide a summary description of the practice	Returning home and being so impressed with the lectures in Modena I immediately implemented the method of check in and check out and storytelling. We usually speak about our emotions and problems bothering them, but this was a bit different and more in-depth. The pupils followed my example and gradually opened more and more. The first time they were a bit timid and did not want to uncover too much about themselves.
Country of implementation	Croatia
Lead organisation	Partners in Learning
Main partners (If any)	
Period of implementation	Once or twice in a week.
Language of delivery	Croatian
Main objectives of the practice	Improving the well-being within the classroom. Connecting pupils together in a different way than before.
Context What is the context where the practice has been implemented and the main challenges being addressed?	Firstly, I tried it in my own classroom with 14-year-old pupils. After that I used it with others, aged 12-13. The main problem was that in the beginning the pupils did not want to disclose about themselves. Some of them really don't like to talk about their feelings and it is difficult for them to open up in front of others.
Target groups and their characteristics	Pupils aged 12-14



(e.g., students, teachers, families, etc.)	
Number of people involved (students/trainees, teachers/trainers, etc.)	94 pupils
Methods for recruiting participants (If applicable)	I conducted these methods at the beginning and at the end of my lessons, but storytelling was used for the lessons when I had the chance to connect it somewhat with the curriculum.
Professionals involved (e.g., teachers, volunteers, social workers, trainers) and their role in the practice)	I shared my experiences with other colleagues who tried these methods in their classes. They carried them out with pupils aged 10-14.
Implementation process and main activities Please describe any phases of implementation of the practice	I used the check in and check out method at the beginning and end of the lesson. The first few times, I started it, but they continued to open the talk themselves because they desired to do so. Storytelling was sometimes implemented into lessons and sometimes as a conversation starter.
Well-being of involved people List / describe how Well-being of participants (students, teachers, parents) has been fostered by implementing the practice	The students learned how to better talk about their feelings and how to indicate what is bothering them. They have also improved their listening skills. They understood the importance of giving advice to others and to empathize.
Evaluation Which methodology/tools have been used to evaluate the success of the practice (e.g., in terms of learning outcomes of students, etc.)	Self-evaluation and peer evaluation was one of the mostly widespread methods. They comprehended that they could learn and evolve using diverse methods. Formative and summative assessment were equally used.
Overall Impacts and benefits (on the targets, on the participating organizations, etc.) Please, specify	The importance of taking care of the participants' mental health and their well-being is the most important thing I will take with me and try to incorporate in everyday lessons. Pupils realized how much they can learn from each other in such a simple and interesting



	<p>way. They have become good listeners and are increasingly trying to be empathetic and help each other when needed. Storytelling is a great method not only for personal discussions about our problems or sharing nice memories, but it is also another interesting method for revising what has been learned so far.</p>
<p>Sustainability</p> <p>What are the possibilities of extending practice more widely? Is the practice replicable on a larger scale? Why?</p>	<p>The possibilities are immense in my case. I will continue using these methods as long as I see the pupils are interested and are willing to participate. I think it can easily be transferred into teacher – teacher communication. I am sure we can all connect better this way and learn a lot from each other.</p>
<p>Lessons learned</p> <p>What are the key messages and lessons learned to take away from the practice experience?</p>	<p>Great experience in learning new methods, excellent opportunity to learn and connect with other in an easy way. Not complicated to explain to others what needs to be done. It is good to show a part of yourself to others to get some help. It is also severely important to empathize with others and to offer help when needed.</p>
<p>Tips for teachers and trainers interested in implementing the practice</p>	<p>Be open to new things. Try it primarily on yourself to better understand what it is all about and then do not be afraid to try it with pupils or colleagues.</p>

Description of the implemented practices	
<p>Suggested by (name, email)</p>	<p>Maja Hainc, majaloina@gmail.com maja.loina@skole.hr</p>
<p>Title/name of the practice</p>	<p>Well-being in my classroom</p>
<p>Abstract</p> <p>Provide an abstract of a maximum of 500 words is useful to provide a summary description of the practice</p>	<p>The lectures and workshops in Modena are truly an unforgettable experience and encouraged me to introduce the check-in and check-out method and storytelling into my classes with which I brought greater connection between students, a positive atmosphere and certainly happier students. In the beginning, the students were shy and more closed, but with practice they opened up and are now happy to talk about their feelings, thoughts and problems that bother them.</p>



Country of implementation	Croatia
Lead organization	Partners in Learning (Suradnici u učenju)
Main partners (If any)	/
Period of implementation	School year 2022. /2023.
Language of delivery	Croatian
Main objectives of the practice	<ul style="list-style-type: none"> - better communication - connecting students - feeling of comfort - better learning - stress reduction - more positive attitudes
Context What is the context where the practice has been implemented and the main challenges being addressed?	I first introduced the new methods in working with my class in the classroom teacher's lessons. These are students who are 11-12 years old. Individuals are very silent and closed and have a hard time talking about what bothers them, and with these changes I awakened in them the need to talk, they calmed down, strengthened their self-confidence and now feel better. Later, I used the new methods with other students in my classes in order to motivate and encourage them to be more active, more connected with other students and to feel more comfortable.
Target groups and their characteristics (e.g., students, teachers, families, etc.)	Pupils aged 11-14
Number of people involved (students/trainees, teachers/trainers, etc.)	66 pupils



<p>Methods for recruiting participants</p> <p>(If applicable)</p>	<ul style="list-style-type: none"> - check-in and check-out method (for better motivation and activity in class, feeling of belonging to a group,) - storytelling (for strengthening self-confidence, learning to express feelings, expressing one's own opinion, overcoming the fear of public speaking, opening up to others, connecting with the rest of the class,)
<p>Professionals involved</p> <p>(e.g., teachers, volunteers, social workers, trainers) and their role in the practice)</p>	<p>I shared my experiences with my fellow teachers from my school and with the director and professional service of the school. They used these methods in classes with students aged 10-14 or in lectures with colleagues from their profession. Also, I told my sister, who is a kindergarten teacher, about the excellent exercises from Modena, and she tried something similar with children aged 4-6.</p>
<p>Implementation process and main activities</p> <p>Please describe any phases of implementation of the practice</p>	<p>I implemented the check-in and check-out method at the beginning and at the end of each lesson (teacher's lesson and mathematics), while I used storytelling exclusively in the teacher's lessons as an incentive to open up shy and sensitive students with the aim of connecting them with other students in the class.</p>
<p>Well-being of involved people</p> <p>List / describe how Well-being of participants (students, teachers, parents) has been fostered by implementing the practice</p>	<p>Students learned how to voice their opinions and express their feelings, opened up to each other, overcame their fear of public speaking, and in addition improved their listening skills and developed empathy for others. Thanks to the above, they connected better and strengthened the relationships in the group.</p>
<p>Evaluation</p> <p>Which methodology/tools have been used to evaluate the success of the practice (e.g., in terms of learning outcomes of students, etc.)</p>	<p>I carry out an evaluation after each lesson because it is an indicator of how successful the lesson was. It turned out that the students felt much better at the end of the lesson compared to the beginning. I will quote an excellent sentence that I encountered in Modena and which I will always use for the purpose of evaluation at the end of the lesson: "Today I leave this room as..."</p>



<p>Overall Impacts and benefits (on the targets, on the participating organizations, etc.)</p> <p>Please, specify</p>	<p>The most important thing I learned at the workshops in Modena is the importance of taking care of the mental health of the participants and their well-being. I try to incorporate it into my daily teaching with the aim that my students develop empathy for each other, to help each other and listen to the feelings and needs of others, to respect each other and share their fears in order to overcome them and be braver and happier.</p>
<p>Sustainability</p> <p>What are the possibilities of extending practice more widely? Is the practice replicable on a larger scale? Why?</p>	<p>The possibilities that this way of working gives me are enormous and I will use these methods as long as my students are interested and willing to participate. These methods are useful for the benefit of different groups of people (not only children) because they influence better communication and understanding of the participants.</p>
<p>Lessons learned</p> <p>What are the key messages and lessons learned to take away from the practice experience?</p>	<p>In the classroom, we have created a positive environment for learning and work by promoting:</p> <ul style="list-style-type: none"> - equality (all participants are encouraged to speak and listen to each other with respect) - compassion (there is empathy among students and the need to help each other when needed) - inclusion (all forms of participation are welcome, useful and have their own contribution).
<p>Tips for teachers and trainers interested in implementing the practice</p>	<p>Don't be afraid to try new things in teaching and working with people (children or adults) and you'll be surprised what opportunities they open up.</p>

Description of the implemented practices	
<p>Suggested by (name, email)</p>	<p>manuela.kujundzic@gmail.hr Manuela Kujundžić</p>
<p>Title/name of the practice</p>	<p>Development of social and emotional skills through learning</p>
<p>Abstract</p>	<p>At the county expert councils of history teachers, teachers exchange teaching experiences several times a year. The experiences from Modena inspired me to</p>



Provide an abstract of a maximum of 500 words is useful to provide a summary description of the practice	hold a workshop on the development of social and emotional skills through learning. Through several activities, I showed my colleagues how to bring freshness and a positive atmosphere to class, which results in happier students, but also teachers.
Country of implementation	Croatia
Lead organization	Partners in Learning (Suradnici u učenju)
Main partners (If any)	
Period of implementation	School year 2022. /2023.
Language of delivery	Croatian
Main objectives of the practice	<ul style="list-style-type: none"> ✓ Better learning ✓ More positive attitudes ✓ Less negative behavior ✓ Less emotional stress
Context What is the context where the practice has been implemented and the main challenges being addressed?	The biggest challenge was teacher fatigue and the fear of not accepting something new and getting colleagues to think outside the box.
Target groups and their characteristics (e.g., students, teachers, families, etc.)	History teachers in primary schools
Number of people involved (students/trainees, teachers/trainers, etc.)	30



<p>Methods for recruiting participants</p> <p>(If applicable)</p>	<p>I started the workshop with: "Today I come to this room as... (continue with the metaphor or image)" which got the teachers interested because that was not the typical beginning of our meetings. With that one single sentence, we learned a lot about the day that was behind us.</p>
<p>Professionals involved</p> <p>(e.g., teachers, volunteers, social workers, trainers) and their role in the practice)</p>	<p>The goal of the workshop was to convey examples of activities that teachers will implement in their classrooms, but also with examples of relaxation exercises to help them keep positive thoughts and reduce the stress that work causes us.</p>
<p>Implementation process and main activities</p> <p>Please describe any phases of implementation of the practice</p>	<p>We started the activities by randomly walking around the classroom with music on. When the music stopped playing, a conversation followed in pairs with the person you were next to at that moment. Communication took place with a question shown on the projector on a topic that was very relevant in our schools at the time, during the World Football Championship: What is your attitude to watching matches during classes?</p>
<p>Well-being of involved people</p> <p>List / describe how Well-being of participants (students, teachers, parents) has been fostered by implementing the practice</p>	<p>The teachers were so involved in the conversation about the topic that filled the newspaper columns that they didn't even notice the moment when the music stopped playing. They were relaxed, smiling, talking about a topic they would never talk about at this type of meeting.</p>
<p>Evaluation</p> <p>Which methodology/tools have been used to evaluate the success of the practice (e.g., in terms of learning outcomes of students, etc.)</p>	<p>After each lecture or workshop, evaluations are carried out, and only a positively evaluated workshop can receive a maintenance certificate. The informal evaluation was a repetition of the question from the beginning: "Today I leave this room as...". Colleagues felt much better than at the beginning.</p>



<p>Overall Impacts and benefits (on the targets, on the participating organizations, etc.)</p> <p>Please, specify</p>	<p>We designed learning and teaching based on cooperation, communication and developing positive relationships. During the activity, we concluded about the importance of feedback on how the participants of the learning process feel before the learning activity and after the learning activity (check in and check out). We also learned a lot of different exercises that teachers can use to maintain their mental health and good mood, which is a prerequisite for encouraging students' well-being awareness in the learning process.</p>
<p>Sustainability</p> <p>What are the possibilities of extending practice more widely? Is the practice replicable on a larger scale? Why?</p>	<p>The possibilities of spreading the practice are very large because if only half of the present teachers will apply some of the activities, it will be a big step in creating a better collaborative atmosphere in the class, which will affect hundreds of students.</p>
<p>Lessons learned</p> <p>What are the key messages and lessons learned to take away from the practice experience?</p>	<p>We have created a positive environment for learning and working by promoting:</p> <ul style="list-style-type: none"> • Equality: All participants are encouraged to speak and listen to each other with respect. • Involvement: All forms of participation are welcome and beneficial. • Collectivism: Everyone gets involved and contributes.
<p>Tips for teachers and trainers interested in implementing the practice</p>	<p>Incorporate these methods throughout the day, every day as a regular part of your daily lesson planning.</p>

<p style="text-align: center;">Description of the implemented practices</p>	
<p>Suggested by (name, email)</p>	<p>Sanja Janeš Sanja.janes@ucitelji.hr Helena Valečić helena@ucitelji.hr</p>



Title/name of the practice	Making decisions
<p>Abstract</p> <p>Provide an abstract of a maximum of 500 words is useful to provide a summary description of the practice</p>	<p>In this workshop, together with the students, we discuss what decisions are, how and why people make decisions, and what kind of decisions they make in terms of importance, weight, consequences, ... Who and how influences their own decision - making? Students would learn through the activities how to make decisions independently without the influence of other people, especially peers. Through working in groups, students can express themselves more easily, cooperate, and the application of some WIDE methods contributes to the overall working atmosphere and mutual connection.</p>
Country of implementation	Croatia
Lead organization	Partners in Learning
<p>Main partners</p> <p>(If any)</p>	-
Period of implementation	Autumn, 2022.
Language of delivery	Croatian
Main objectives of the practice	<p>Students will:</p> <ul style="list-style-type: none"> - Recognize what everyday decisions are - Discuss why individuals are influenced by group members - Show how group pressure affects decision-making - Describe how important decisions are made - Determine the method of decision-making in three steps
<p>Context</p> <p>What is the context where the practice has been implemented and the main challenges being addressed?</p>	<p>What does it mean to make decisions? What decisions do we make? We have noticed that some students do not know what decision-making means or do not know how to explain it. The audience also does not know how to explain what it means to make everyday decisions and what big decisions are! For example, which way I will go to school today is a daily decision, and the decision about which college we will enroll in is a big decision.</p>



	Differences between girls and boys were noted. Girls seem to be better at making decisions.
Target groups and their characteristics (e.g., students, teachers, families, etc.)	Primary school students, age 11 to 14.
Number of people involved (students/trainees, teachers/trainers, etc.)	34
Methods for recruiting participants (If applicable)	The concept of working with students in school is that each class has a class teacher who has the obligation to do workshops with a specific topic once a week with class. So, we don't recruit participants.
Professionals involved (e.g., teachers, volunteers, social workers, trainers) and their role in the practice)	Teachers – Helena Valeric and Sanja Janeš
Implementation process and main activities Please describe any phases of implementation of the practice	<p><u>1st Phase:</u> At the beginning of the activity, invite students to an introductory activity, preparation for the workshop, check-in. Check in consists of asking the students to think and write down which decision they made today they are extremely satisfied with. The fact that they wrote down preparations for the later stages of the activity.</p> <p><u>2nd Phase:</u> Talking to students reveals that there are everyday decisions and difficult decisions. a. Everyday decisions The teacher assigns three situations, decisions, related to: family, school and peers. For each of these situations, the students determine whether they (would) bring it about independently, under the influence of parents, friends, teachers or the media. While they are thinking, they should be encouraged with hints related to: I. We make a lot of decisions every day. Some without much thought, others with more effort and time.</p>



II. We make many of these decisions under the influence of other people, the media...

b. Difficult decisions

I. Let students think about what is the most difficult decision they made recently

II. Let them describe how they made those decisions and who or what influenced them

III. Let them try to describe the way they consider the best way to make decisions

IV. Do they understand the consequences of making a decision, good or bad.

- After that discussion, the decision-making steps are presented to them:

1. STOP - take some time, calm down, clarify the situation

2. THINK – What are the possible choices? What are the possible solutions? What are the possible consequences, good/bad? Who influences you? What do you really want?

3. GO - choose the best solution, which will bring good to you and others. Put the decision into action.

3rd Phase:

Students practice decision-making using the examples given by the teacher. They discuss examples and solutions. They advise each other.

4th Phase:

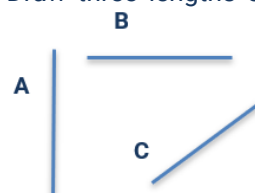
The last discussion concerns peer pressure and group pressure on decision-making

Teacher asks students: How do others influence on your decisions? Let them name a situation in which they made a decision under group pressure. Let students try to state why people are influenced by others when making decisions.

5th Phase:

An experiment of group influence on individual decisions.

- Draw three lengths of equal length on the board.



- Secretly instruct the "most influential" students in the class that the answer is in order: C, A, B

- Ask the other students to order the lines from longest to shortest.

- Call out in turn, two unprepared and one prepared, And write the answers on the board three times

- Invite the rest of the class to vote on the correct order of the lines



	<p>- The experiment is successful if the choice C, A, B is voted - Reveal the "secret", analyze the results If the experiment fails, analyze the results. Check out: Students read their decisions from the beginning and discuss about them: did they bring it alone, are those decisions good for them, did they bring them itself or under the influence...</p>
<p>Well-being of involved people List / describe how Well-being of participants (students, teachers, parents) has been fostered by implementing the practice</p>	<p>Teachers get to know their students better. The use of WIDE methods as check in and check out contributes to the overall atmosphere, which becomes more calming. Students learn some new skills important for decision making.</p>
<p>Evaluation</p> <p>Which methodology/tools have been used to evaluate the success of the practice (e.g., in terms of learning outcomes of students, etc.)</p>	<p>The evaluation methods used are the scale of satisfaction with the held workshop (completely satisfied/satisfied/ neither satisfied nor dissatisfied/ dissatisfied/ completely dissatisfied) and 3,2,1. Students were asked to list three things they learned about decision making, two things they knew before, and one thing they would like to know more about.</p>
<p>Overall Impacts and benefits (on the targets, on the participating organizations, etc.)</p> <p>Please, specify</p>	<p>The students became aware that they are capable of making decisions and that decision-making also brings responsibility for them. This is especially important for children in puberty, when they are at the greatest risk of starting to make decisions that imitate adults (for example, smoking).</p>
<p>Sustainability</p> <p>What are the possibilities of extending practice more widely? Is the practice replicable on a larger scale? Why?</p>	<p>This kind of practice can be extended and can be applied in working with students of different ages with adaptation of the material.</p>



<p>Lessons learned</p> <p>What are the key messages and lessons learned to take away from the practice experience?</p>	<p>We make decisions every day. Some are simple, others more difficult. Some we bring in an instant, some we spend a lot of time on. Members of the group in which we move can positively or negatively, but also intentionally or unintentionally, influence our decisions. We should always think carefully about what we really want and what is good for us.</p>
<p>Tips for teachers and trainers interested in implementing the practice</p>	<p>You need to be much more systematic with younger students, because many of them do not yet know what the term decision means, nor are they aware of whether they are deciding or not.</p>

<p>Description of the implemented practices</p>	
<p>Suggested by (name, email)</p>	<p>Nikolina Marinić, nikolina.marinic1@skole.hr</p>
<p>Title/name of the practice</p>	<p>Design a Positive Thinking</p>
<p>Abstract</p> <p>Provide an abstract of a maximum of 500 words is useful to provide a summary description of the practice</p>	<p>After pandemic years, natural disasters that hit our country and global events, our meeting in Modena was an incentive for me to systematically plan positive thinking and self-care in my class. Activities for students encourage them to feel good about themselves and their environment, to regulate their emotions and to think positively.</p>
<p>Country of implementation</p>	<p>Croatia</p>
<p>Lead organization</p>	<p>Partners in Learning</p>
<p>Main partners</p> <p>(If any)</p>	<p>-</p>
<p>Period of implementation</p>	<p>2022./2023. (During the school year)</p>
<p>Language of delivery</p>	<p>Croatian</p>



<p>Main objectives of the practice</p>	<ul style="list-style-type: none"> - developing positive thinking skills - developing communication skills - developing cooperation skills - developing emotion regulation - self-awareness
<p>Context</p> <p>What is the context where the practice has been implemented and the main challenges being addressed?</p>	<p>The activities were implemented in 5 classes where I teach literature, depending on the topic and the mood of the students before the learning activity (are they interested, in a bad mood, unmotivated). I systematically implemented the activities in my class.</p> <p>Not all students were always interested in participating in the activities, so it was a challenge for me to make them even more interesting.</p>
<p>Target groups and their characteristics (e.g., students, teachers, families, etc.)</p>	<p>Students (15 – 19)</p> <p>My school is a vocational school attended mostly by students from rural areas, and among them there is also a part of students who live in more modest economic conditions. Some of them often face more difficult family situations.</p>
<p>Number of people involved (students/trainees, teachers/trainers, etc.)</p>	<p>125 students</p>
<p>Methods for recruiting participants (If applicable)</p>	<p>-</p>
<p>Professionals involved (e.g., teachers, volunteers, social workers, trainers) and their role in the practice)</p>	<p>I presented the activities that I implemented at the professional meeting of Croatian language teachers. My colleagues participated in a workshop where the methods and activities were presented to them, followed by a reflection that included their suggestions for the implementation of the activities.</p>



<p>Implementation process and main activities</p> <p>Please describe any phases of implementation of the practice</p>	<p>I will present one of the activities that I carry out. The activity is suitable for the beginning of the school year or after returning from the school holidays. Activity is called <i>Safe space</i>.</p> <ol style="list-style-type: none"> 1. phase: check-in conversation about what makes students happy, healthy and comfortable. 2. phase: students play class bingo to explore what can be a safe place and communicate about what is a safe place for whom 3. phase: Students individually draw, paint, or cut out pictures from magazines to represent a place where they feel safe. After the activity, they show their safe places to the students in the group and explain why they are safe places for them. 4. phase: check-out conversation - students share information about how they felt during the activity. They conclude why it is important to have a safe place. <p>Based on this activity, the dance performance Secret Garden was created. It was designed by a young contemporary dancer from my town and presented in other schools.</p>
<p>Well-being of involved people</p> <p>List / describe how Well-being of participants (students, teachers, parents) has been fostered by implementing the practice</p>	<p>By applying methods and activities, I notice that students communicate better with each other, respect each other more, have more trust and feel safer and more satisfied.</p>
<p>Evaluation</p> <p>Which methodology/tools have been used to evaluate the success of the practice (e.g., in terms of learning outcomes of students, etc.)</p>	<p>After each activity in class, I check to what extent the students achieved the results. Each formative assessment includes a question about how they felt during the activity.</p> <p>I use mostly different output cards.</p>
<p>Overall Impacts and benefits (on the targets, on the participating organizations, etc.)</p> <p>Please, specify</p>	<p>Considering the challenges that students face in recent years, I notice that activities for encourage well-being in them promotes self-esteem and self-confidence, and thus motivation to learn.</p>



<p>Sustainability</p> <p>What are the possibilities of extending practice more widely? Is the practice replicable on a larger scale? Why?</p>	<p>Activities like this should be planned by all the teachers in my school. It is extremely important that students and teachers feel good and take care of themselves. Also, such activities can certainly be replicable on a larger scale.</p>
<p>Lessons learned</p> <p>What are the key messages and lessons learned to take away from the practice experience?</p>	<p>Feeling good develops creativity and stimulates motivation. That's why activities to promote well-being should be included in every lesson.</p>
<p>Tips for teachers and trainers interested in implementing the practice</p>	<p>Involve local artists in activity.</p>

Description of the implemented practices	
<p>Suggested by (name, email)</p>	<p>Valentina Blašković valentina.blaskovic@ucitelji.hr</p>
<p>Title/name of the practice</p>	<p>Well-being for me and for you</p>
<p>Abstract</p> <p>Provide an abstract of a maximum of 500 words is useful to provide a summary description of the practice</p>	<p>After education in Modena and immense experience of various methods for improving relationships and the atmosphere in the class, I decided to try some methods in the classes I teach. The first method I wanted to use in working with students is check in and check out, and I implemented it as planned in the introductory and final part of the lesson. But the method I implemented unconsciously with a student I met once a week on the way to school and with whom I walked together and talked after a few meetings I realized that I spend the walking buddy method.</p>
<p>Country of implementation</p>	<p>Croatia</p>
<p>Lead organisation</p>	<p>Partners in Learning (Suradnici u učenju)</p>
<p>Main partners (If any)</p>	<p>/</p>



Period of implementation	Twice a week from October to December 2022.
Language of delivery	Croatian
Main objectives of the practice	Creating a better and stronger relationship between teacher and student, and a positive and motivating environment in the classroom.
Context What is the context where the practice has been implemented and the main challenges being addressed?	From the first lesson when I introduced the check in and check out method, the students did not ask any questions, also (although I believe it was unusual and different for them) they did not ask any questions. The first week I introduced the method in classes with 11-year-old students, I continued to use it, and in the following week I introduced it in classes with 12-year-old students, and so on until I introduced it to all classes. I used it twice a week with each group of students while the walking buddy method I used from start to finish once a week (because that was the time I met with my student).
Target groups and their characteristics (e.g., students, teachers, families, etc.)	Secondary Primary School (students from 11 to 15 years old)
Number of people involved (students/trainees, teachers/trainers, etc.)	48
Methods for recruiting participants (If applicable)	I used the check in and check out method at the beginning and end of the class, and the walking buddy method on the way to school (before the start of classes).
Professionals involved (e.g., teachers, volunteers, social workers, trainers) and their role in the practice)	Teacher – Valentina Blašković I shared my experience with the mentioned methods with other teachers in the assembly hall, and one teacher started using the check in and check out method with 15-year-old students from January 2023.



<p>Implementation process and main activities</p> <p>Please describe any phases of implementation of the practice</p>	<p>At the beginning of class, immediately after entering the classroom, I would sit in front of the class and start with one of the sentences of the check in method - "Today I entered this room as..." or "Today I come to this class with...". I would end the lesson with the same sentence "Today I leave this room as..." or "Today I leave this lesson with...". During the implementation of the walking buddy method, I was mainly a listener because I believe that the student will mostly be a listener during the lesson, so I wanted to change the role.</p>
<p>Well-being of involved people</p> <p>List / describe how Well-being of participants (students, teachers, parents) has been fostered by implementing the practice</p>	<p>At first, the students wanted to be funny and mostly thought of the funniest names possible, but over time (without my additional explanation or encouragement or prohibition) they began to think and give more and more original answers, especially at the end of the lesson when checking out is a kind of feedback to me as a teacher after completed lessons. My walking buddy started waiting for my arrival at the road crossing in case I was late that day. On several occasions he asked me what time I was coming home from school so we could walk together.</p>
<p>Evaluation</p> <p>Which methodology/tools have been used to evaluate the success of the practice (e.g., in terms of learning outcomes of students, etc.)</p>	<p>Self-evaluation was one of the methods that proved to be the best for me and my students during the implementation of these methods.</p>
<p>Overall Impacts and benefits (on the targets, on the participating organizations, etc.)</p> <p>Please, specify</p>	<p>The well-being of students and teachers in class, stronger, better and longer relationships between students and teachers are the benefits obtained by implementing these methods. Students became better listeners, got to know their feelings better and learned to express them.</p>
<p>Sustainability</p> <p>What are the possibilities of extending practice more widely? Is the practice replicable on a larger scale? Why?</p>	<p>I will certainly continue to use these methods with my students. I am sure that the teachers of other subjects of my school could also implement these methods with the students, and I also believe that our principal could also implement them at the beginning and at the end of our working hours, so that the role of the students would now be given to the teachers. Well-being would then go from the</p>



	principal to the teachers to the students and back. It would be an interesting round. But possible.
<p>Lessons learned</p> <p>What are the key messages and lessons learned to take away from the practice experience?</p>	<p>After trying these methods with students, I can say that they are much more open than us teachers, although it is harder for them to understand their feelings and easier to describe them. It is more difficult for them to listen than to express their views, opinions and feelings, but they learn quickly.</p>
<p>Tips for teachers and trainers interested in implementing the practice</p>	<p>Do not hesitate to try any of these methods, because as much as they are unusual for you now, they are also for the students. Choose the method you feel most confident with and go with it. It would certainly be good to try it on your own before you try it with students.</p>



Italy

Description of the implemented practices	
Suggested by (name, email)	Elisabetta Campioli, Italy Elisabettacampioli1@gmail.com
Title/name of the practice	INTERVIEW WITH THE CLASSMATE
<p>Abstract</p> <p>Provide an abstract of a maximum of 500 words is useful to provide a summary description of the practice</p>	<p>Starting point: Reason with the class why it is important to create a reassuring and comfortable environment and create bonds between the people who will have to share such a big part of our lives.</p>
Country of implementation	ITALY
Lead organization	CIP
Main partners (If any)	



Period of implementation	BEGINNING OF THE SCHOOL YEAR
Language of delivery	ANY (I used English because I teach English but it can be done in the native language)
Main objectives of the practice	Getting to know new classmates. Opening up by talking about oneself. Taking an interest in others and approaching them. Identify common things and differences among classmates. This simple exercise strengthens relationships within class.
Context What is the context where the practice has been implemented and the main challenges being addressed?	High school, first year (can be done in any year lower or higher). Classroom, if it's a nice day, it could be carried out outside in the school courtyard. One of the main challenges to address is always some pupil who doesn't want to talk about himself/herself.
Target groups and their characteristics (e.g., students, teachers, families, etc.)	SCHOOL (AGE OF STUDENTS 14)
Number of people involved (students/trainees, teachers/trainers, etc.)	31 PUPILS 1 TEACHER
Methods for recruiting participants (If applicable)	
Professionals involved (e.g., teachers, volunteers, social workers, trainers) and their role in the practice)	1 TEACHER main leader of the activity



<p>Implementation process and main activities</p> <p>Please describe any phases of implementation of the practice</p>	<p>1) As an introductory game, ask pupils to make and break up groups, based on a characteristic in common, rhythmizing the exercise with an agreed signal (clapping hands, word of very quickly command)</p> <p>For example, form groups with those who:</p> <ul style="list-style-type: none"> - have the same color T-shirt - are born in the same month - who love the same sport - who like the same flavor of ice cream <p>2) At this point ask pupils to pair up with a partner they think they do not know well.</p> <p>3) They will take turns interviewing each other, for example:</p> <p>What is your name? How old are you? Where do you live? What do you like to do/not like to do? What are you afraid of? A quality and a flaw? Favorite animal? Favorite color?</p> <p>In turn, each pupil, standing behind his or her fellow interviewee, introduces him or her to the class telling the rest of the group what he/she knows about them.</p>
<p>Well-being of involved people</p> <p>List / describe how Well-being of participants (students, teachers, parents) has been fostered by implementing the practice</p>	<p>Teachers Students</p>



<p>Evaluation</p> <p>Which methodology/tools have been used to evaluate the success of the practice (e.g., in terms of learning outcomes of students, etc.)</p>	<p>I would carry out a self-evaluation test just answering these simple questions in a google module form.</p> <ul style="list-style-type: none"> - What did you experience when questioning someone you knew little about? - What did you learn about your peers in general? - What traits do you all have in common? What are the differences? - Did these exercises bring you closer to each other? Why?
<p>Overall Impacts and benefits (on the targets, on the participating organizations, etc.)</p> <p>Please, specify</p>	<p>The main impact and the most important benefit are the fact that the more comfortable pupils feel in their class, the more they will want to come to school. This would greatly benefit in lowering dropout rates.</p>
<p>Sustainability</p> <p>What are the possibilities of extending practice more widely? Is the practice replicable on a larger scale? Why?</p>	<p>This activity could be done anywhere and with as many people as possible. I do not think there are reason for it not to be replicable because it is so simple.</p>
<p>Lessons learned</p> <p>What are the key messages and lessons learned to take away from the practice experience?</p>	<p>One can reinforce trust in their new class by discovering commonalities: hobbies, personality, likes and dislikes, interests, preferences, concerns--this allows you to get to know each other better and develop the feeling of belonging to a group.</p> <p>People can feel at ease knowing that the others in the groups are very similar to oneself and one has nothing to prove in a new environment.</p>
<p>Tips for teachers and trainers interested in implementing the practice</p>	<p>I believe it is very feasible for any teacher.</p>

Description of the implemented practices	
<p>Suggested by (name, email)</p>	<p>Elisabetta Campioli, Italy Elisabettacampioli1@gmail.com</p>
<p>Title/name of the practice</p>	<p>TALKING BEHIND YOUR BACK</p>



<p>Abstract</p> <p>Provide an abstract of a maximum of 500 words is useful to provide a summary description of the practice</p>	<p>This activity creates bonds between the students, and it gives them the possibility of physically moving at the end of class. The times I have implemented this in my classes, it has always raised lots of hilarity because of the funniest things that come out.</p> <p>It leaves to the people who have participated a sense of well-being and achievement which is great. I have implemented this at the end of a lesson with older students, but it can be done with little ones too.</p>
<p>Country of implementation</p>	<p>ITALY</p>
<p>Lead organisation</p>	<p>CIP</p>
<p>Main partners (If any)</p>	
<p>Period of implementation</p>	<p>ANY TIME IN THE SCHOOL YEAR</p>
<p>Language of delivery</p>	<p>ANY (I use English because I teach English, but it can be done in the native language too)</p>
<p>Main objectives of the practice</p>	<p>This is a very simple activity that helps strengthening relationships within the class. People have to think about others, spend a little time finding some good features of other people's personalities.</p>
<p>Context</p> <p>What is the context where the practice has been implemented and the main challenges being addressed?</p>	<p>Anywhere. In person or during on line classes.</p>
<p>Target groups and their characteristics (e.g., students, teachers, families, etc.)</p>	<p>Any group but the people have to know each other a little.</p>
<p>Number of people involved (students/trainees, teachers/trainers, etc.)</p>	<p>Not important</p>
<p>Methods for recruiting participants (If applicable)</p>	



<p>Professionals involved</p> <p>(e.g., teachers, volunteers, social workers, trainers) and their role in the practice)</p>	<p>1 PERSON, (teacher, trainer etc....) main leader of the activity</p>
<p>Implementation process and main activities</p> <p>Please describe any phases of implementation of the practice</p>	<p>The teacher comes in with blank sheets of paper and adhesive tape. Every single student then has a blank sheet attached to their backs. Students circulate around the room and write positive things about each other on each other's papers. They can go round and round for as long as it takes. Then, they remove the papers from their backs, and read all the comments (aloud if they want to). Sometimes people ask why they were described in that way and that creates a lot of exchange between the students in the class. (communication) I believe this activity could work both with students and adults. People find it entertaining to see what people think about them. The leader of this activity must control there are just positive comments on the pupils' backs or at least not offensive words. (It has happened). I have overcome this by writing on the board list of adjectives to help people with no ideas to pick up something (also because I teach a foreign language and it is subject of my activity)</p>
<p>Well-being of involved people</p> <p>List / describe how Well-being of participants (students, teachers, parents) has been fostered by implementing the practice</p>	<p>Teachers / Students</p>
<p>Evaluation Which methodology/tools have been used to evaluate the success of the practice (e.g., in terms of learning outcomes of students, etc.)</p>	<p>My type of evaluation would be a formative kind of assessment based on how many new adjectives the students have learnt.</p>



<p>Overall Impacts and benefits (on the targets, on the participating organizations, etc.)</p> <p>Please, specify</p>	<p>Students have to think about another person, and this helps them think objectively, focus and open towards others. Trying to understand what it is beautiful about the people their share that moment with.</p> <p>For the people receiving the compliments it is obviously a boost of confidence which will push them to do better and be better.</p>
<p>Sustainability</p> <p>What are the possibilities of extending practice more widely? Is the practice replicable on a larger scale? Why?</p>	<p>This activity could be done anywhere and with as many people as possible. I do not think there are reason for it not to be replicable because it is so simple.</p>
<p>Lessons learned</p> <p>What are the key messages and lessons learned to take away from the practice experience?</p>	<p>One can reinforce trust in their new class by discovering commonalities: hobbies, personality, likes and dislikes, interests, preferences, concerns--this allows you to get to know each other better and develop the feeling of belonging to a group.</p> <p>People can feel at ease knowing that the others in the groups are very similar to oneself and one has nothing to prove in a new environment.</p>
<p>Tips for teachers and trainers interested in implementing the practice</p>	<p>I believe it is very feasible for any teacher.</p>



Spain

Description of the implemented practices	
<p>Suggested by (name, email)</p>	<p>Miguel Rodríguez Rosa miguel_rosa90@usal.es</p>
<p>Title/name of the practice</p>	<p>Incorporating Movement Breaks for Digital Learning Well-being</p>



<p>Abstract</p> <p>Provide an abstract of a maximum of 500 words is useful to provide a summary description of the practice</p>	<p>Digital learning has become an increasingly popular mode of education, providing students with the flexibility and convenience to learn from anywhere, at any time. However, the prolonged use of digital devices can lead to physical discomfort, as well as mental fatigue and decreased engagement. To address this, incorporating regular breaks and opportunities for physical movement can promote well-being and support student learning.</p> <p>The practice of incorporating movement breaks in digital learning involves structuring lessons to include short breaks every 30-45 minutes, where students are encouraged to get up and stretch, walk around, or engage in light exercise. Instructors can provide resources and guidance on simple exercises that students can do at their desks or in their immediate surroundings, such as yoga stretches or breathing exercises. By promoting physical activity and movement, instructors can help students maintain their energy and focus throughout their digital learning experience, while also supporting their overall well-being and health.</p> <p>There are several benefits to incorporating movement breaks in digital learning. First, physical movement helps to counteract the sedentary nature of digital learning and can reduce the risk of physical discomfort and strain. Regular movement breaks can help to improve circulation, prevent eye fatigue, and reduce the risk of back pain or carpal tunnel syndrome. Additionally, movement breaks can also help to improve mental well-being. Research has shown that physical activity can help to reduce stress, improve mood, and increase motivation and engagement. By providing students with regular opportunities to move and engage in physical activity, instructors can help to promote positive mental health outcomes and improve student learning.</p> <p>Incorporating movement breaks into digital learning requires intentional planning and communication with students. Instructors should consider the length and frequency of movement breaks, as well as the types of exercises that are appropriate for their students. Additionally, instructors should provide clear instructions and guidance on how to perform exercises safely and effectively, and should encourage students to take breaks and move regularly throughout their learning experience.</p>
<p>Country of implementation</p>	<p>Spain</p>



Lead organization	University of Salamanca
Main partners (If any)	N/A
Period of implementation	A single lesson, a week-long unit or the entire semester
Language of delivery	Spanish
Main objectives of the practice	To reduce physical discomfort and mental fatigue, while promoting positive mental health outcomes and engagement.
Context What is the context where the practice has been implemented and the main challenges being addressed?	The practice of incorporating movement breaks in digital learning has been implemented in various educational contexts to address the physical and mental fatigue associated with prolonged screen time and digital learning. This practice aims to counteract challenges such as eye fatigue, back pain, carpal tunnel syndrome, decreased motivation and engagement, and student attention and retention.
Target groups and their characteristics (e.g., students, teachers, families, etc.)	The target group can include both students and instructors. The characteristics of the target group may vary depending on the specific educational context and the needs of the individuals involved. For example, in primary and secondary schools, students may require more frequent and structured movement breaks, while in higher education, students may benefit from longer, less frequent breaks. Instructors may also have different needs and preferences related to movement breaks, depending on their own physical and mental health needs.
Number of people involved (students/trainees, teachers/trainers, etc.)	It can vary depending on the specific educational context. In larger educational settings such as universities, there may be a larger number of students and instructors involved, potentially hundreds or even thousands. In smaller educational settings such as primary school, the number of students and instructors involved may be potentially several dozen.
Methods for recruiting participants (If applicable)	Direct recruiting: Instructors or directors of the centers can directly reach out to students and families to inform them about the benefits of movement breaks and encourage their participation.



<p>Professionals involved</p> <p>(e.g., teachers, volunteers, social workers, trainers) and their role in the practice)</p>	<p>Teachers will play a central role in the implementation of movement breaks in digital learning. They may be responsible for planning and leading movement breaks, as well as ensuring that they are integrated effectively into the overall learning experience.</p>
<p>Implementation process and main activities</p> <p>Please describe any phases of implementation of the practice</p>	<ul style="list-style-type: none"> -Planning: Developing a strategy for incorporating movement breaks into digital learning. -Implementation: Putting the plan into action. -Evaluation: Assessing the impact of incorporating movement breaks in digital learning.
<p>Well-being of involved people</p> <p>List / describe how Well-being of participants (students, teachers, parents) has been fostered by implementing the practice</p>	<p>Participants may experience improved physical comfort, reduced stress and anxiety, increased energy and positivity, and strengthened social connection and engagement.</p>
<p>Evaluation</p> <p>Which methodology/tools have been used to evaluate the success of the practice (e.g., in terms of learning outcomes of students, etc.)</p>	<ul style="list-style-type: none"> -Student feedback surveys. -Instructor feedback surveys. -Data analysis. -Case studies.
<p>Overall Impacts and benefits (on the targets, on the participating organizations, etc.)</p> <p>Please, specify</p>	<ul style="list-style-type: none"> -Improved physical and mental well-being for participants. -Increased engagement and motivation. -Strengthened sense of community and support. -Improved learning outcomes. -Increased awareness and adoption of other good practices.
<p>Sustainability</p> <p>What are the possibilities of extending practice more widely? Is the practice replicable on a larger scale? Why?</p>	<p>The practice has the potential to be extended more widely and replicated on a larger scale for several reasons, like the low cost and easy implementation, and the flexibility and adaptability, for example, breaks can be adapted to the age and developmental stage of participants, or can be designed to align with specific subject areas.</p>



<p>Lessons learned</p> <p>What are the key messages and lessons learned to take away from the practice experience?</p>	<ul style="list-style-type: none"> -Prioritizing well-being can improve learning outcomes. -Flexibility and adaptation. -Collaboration and communication among learners, instructors and directors of the centers.
<p>Tips for teachers and trainers interested in implementing the practice</p>	<ul style="list-style-type: none"> -Start small: Adding short 1–2-minute breaks between activities. -Be creative: Incorporating music, dance or yoga. -Make it a routine: Reinforcing the habit of taking movement breaks.

<p style="text-align: center;">Description of the implemented practices</p>	
<p>Suggested by (name, email)</p>	<p>Purificación Vicente Galindo</p>
<p>Title/name of the practice</p>	<p>Emotional self-assessment and music therapy to address the beginning of online lessons</p>
<p>Abstract</p> <p>Provide an abstract of a maximum of 500 words is useful to provide a summary description of the practice</p>	<p>The rapid transition to digital education in response to the COVID-19 pandemic has created significant challenges for both students and educators. Among these challenges is the need to support the emotional well-being of students in online learning environments. One approach to addressing this need is the use of emotional self-assessment and music therapy at the beginning of each online class session.</p> <p>Emotional self-assessment involves taking a few minutes at the beginning of each class session to reflect on one's current emotional state. This can be done through introspective practices. By taking time to acknowledge and understand one's emotions, students may be better equipped to manage them during the class session and stay focused on their learning goals.</p> <p>Music therapy involves using music to promote emotional well-being and reduce stress. This can be done through listening to calming music, participating in group sing-alongs, or engaging in musical activities that promote relaxation and mindfulness. By incorporating music therapy into online learning environments, educators can create a more positive and engaging atmosphere that supports student well-being.</p> <p>Studies have shown that both emotional self-assessment and music therapy can have a positive impact on student well-being in digital education. Incorporating emotional</p>



	<p>self-assessment into online learning environments improved students' self-awareness and emotional regulation skills. Similarly, incorporating music therapy into online learning environments reduced students' stress levels and improved their mood.</p> <p>Overall, the use of emotional self-assessment and music therapy at the beginning of each online class session can be an effective way to support student well-being in digital education. By promoting emotional self-awareness and providing students with tools to manage their emotions, educators can help students stay engaged and focused on their learning goals. Moreover, by creating a positive and supportive learning environment, educators can help students feel more connected to their classmates and motivated to succeed in their online courses.</p>
Country of implementation	Spain
Lead organization	University of Salamanca
Main partners	N/A
Period of implementation	At the beginning of each class session, as a regular component of the online learning curriculum throughout a semester or academic year.
Language of delivery	English, all languages
Main objectives of the practice	<ul style="list-style-type: none"> -To promote emotional self-awareness and self-regulation skills in students by encouraging them to reflect on their emotional state at the beginning of each online class session. -To reduce stress and improve mood in students through the use of music therapy by listening to calming music. -To create a positive and engaging atmosphere in online learning environments that supports student well-being and motivation. -To maintain a positive attitude towards the subject matter and the approach to tackling the lesson.
Context	It can be implemented in any context where digital education is being used, such as schools that have transitioned to online learning due to the COVID-19 pandemic or other reasons, or universities that offer online courses or have implemented hybrid learning models that



<p>What is the context where the practice has been implemented and the main challenges being addressed?</p>	<p>combine face-to-face and online instruction. A challenge that the practice of using emotional self-assessment and music therapy can help to overcome is the lack of time for relaxation, because students may feel that they do not have enough time to prioritize their mental and emotional well-being in the middle of their academic and personal responsibilities.</p>
<p>Target groups and their characteristics (e.g., students, teachers, families, etc.)</p>	<p>Primarily students in digital education settings, but also university students, and adult learners in continuing education and professional development programs. However, the practice could also be beneficial for instructors who are teaching in digital environments, as they may also experience stress and emotional challenges related to the shift to online learning.</p>
<p>Number of people involved (students/trainees, teachers/trainers, etc.)</p>	<p>In theory, the practice could be implemented for every student and instructor who participates in online classes. However, in practice, the number of people involved would depend on the specific program or institution and the resources available to implement the practice.</p>
<p>Methods for recruiting participants (If applicable)</p>	<p>To promote self-assessment and music therapy and encourage student participation, instructors can proactively engage with students and families through direct communication. This approach involves reaching out to them directly to explain the benefits of incorporating it into the learning experience and to motivate them to participate.</p>
<p>Professionals involved (e.g., teachers, volunteers, social workers, trainers) and their role in the practice)</p>	<p>The main professional involved in implementing the practice of using emotional self-assessment and music therapy would be teachers, instructors and educators who are responsible for designing and delivering online courses.</p> <p>In addition, the practice would be self-administrated by students to help them approach course content and discussions with a more positive outlook and to enhance their ability to effectively communicate and transmit information to others.</p>



<p>Implementation process and main activities</p> <p>Please describe any phases of implementation of the practice</p>	<p>To incorporate this practice into digital learning, a three-step process can be followed. Firstly, a strategy should be developed for planning the integration of self-assessment and music therapy into the learning experience, maybe by creating a playlist. Secondly, the plan should be implemented to put the strategy into action. Finally, the impact of incorporating the practice should be evaluated to assess its effectiveness in promoting student well-being and improving the overall learning experience.</p>
<p>Well-being of involved people</p> <p>List / describe how Well-being of participants (students, teachers, parents) has been fostered by implementing the practice</p>	<p>By promoting positive emotions, self-awareness, and community building, the practice encourages students to approach their online classes with a positive attitude, reduces stress and anxiety related to online learning.</p>
<p>Evaluation</p> <p>Which methodology/tools have been used to evaluate the success of the practice (e.g., in terms of learning outcomes of students, etc.)</p>	<p>The methodology used to evaluate the success of the practice could be to conduct surveys before and after implementing the practice to assess changes in their well-being, engagement, and academic performance. These surveys could include questions such as “Did the practice help you approach the class in a more positive way?” or “Did you find the practice helpful in improving your understanding of course concepts?”</p>
<p>Overall Impacts and benefits (on the targets, on the participating organizations, etc.)</p> <p>Please, specify</p>	<p>One of the main benefits is that it can help students approach their classes in a more positive way, reducing stress and anxiety related to online learning, and creating a more relaxed and engaging learning environment.</p> <p>Another Benefit is that the practice can promote emotional self-awareness and self-care, leading to improved mental and emotional health for students.</p> <p>In addition, the practice can also have a positive impact on the interaction between students and instructors, promoting a sense of community and connection.</p> <p>Finally, the practice can help to create a more relaxed atmosphere for both students and instructors, leading to a more enjoyable and engaging learning experience, this can lead to a</p>



	more positive attitude towards online learning, and ultimately, better academic success.
<p>Sustainability</p> <p>What are the possibilities of extending practice more widely? Is the practice replicable on a larger scale? Why?</p>	<p>There are many possibilities for extending the emotional self-assessment and music therapy practice more widely, and it is replicable on a larger scale. This is because the practice is based on well-established principles of emotional self-regulation and stress reduction, which have been widely used in various social settings, including healthcare, therapy, and wellness programs. However, these practises have yet to be fully implemented in the educational context. Therefore, there is great potential for the practice to be replicated and extended to a wider audience, such as schools, universities, and online learning platforms.</p>
<p>Lessons learned</p> <p>What are the key messages and lessons learned to take away from the practice experience?</p>	<ul style="list-style-type: none"> -Positive attitude. -Relaxation. -Better acquisition of knowledge. -Understanding the effects of music therapy on the interaction between students and teachers.
<p>Tips for teachers and trainers interested in implementing the practice</p>	<p>Music playlist depending on the subject.</p>



Greece

Description of the implemented practices	
Suggested by (name, email)	Popi Christopoulou



Title/name of the practice	Create connections
Abstract Provide an abstract of a maximum of 500 words is useful to provide a summary description of the practice	It is essential, for students' well-being to promote learning environments where they feel connected, mitigating the social loss associated with off-class learning
Country of implementation	Greece
Lead organization	Academy of Entrepreneurship
Main partners	
Period of implementation	
Language of delivery	At any language
Main objectives of the practice	To create learning environments where students feel connected, mitigating the social loss associated with off-class learning
Context What is the context where the practice has been implemented and the main challenges being addressed?	During Covid 19 period teachers had to come up with ways of overcoming the detrimental effects on the restrictions and peculiarities of on-line training on students and their well-being.
Target groups and their characteristics (e.g., students, teachers, families, etc.)	Students mainly, and teachers secondly.
Number of people involved (students/trainees, teachers/trainers, etc.)	20-24 students
Methods for recruiting participants (If applicable)	Stronger online connections can be achieved by introducing co-creation exercises in which students work remotely together and in partnership with the teacher while contributing to the module and course curriculum.
Professionals involved	Teachers



<p>(e.g., teachers, volunteers, social workers, trainers) and their role in the practice)</p>	
<p>Implementation process and main activities</p> <p>Please describe any phases of implementation of the practice</p>	<p>Students collaborate online to create tasks and role-play scenarios for the whole class or on the delivery of an online workshop.</p> <p>Also, they are encouraged to take part in online peer assessments and peer marking.</p>
<p>Well-being of involved people</p> <p>List / describe how Well-being of participants (students, teachers, parents) has been fostered by implementing the practice</p>	<p>Promoting social cohesion and diversification of students' perspectives helps them to create a community of learning, where students can actively support each other in better understanding and revising content.</p>
<p>Evaluation</p> <p>Which methodology/tools have been used to evaluate the success of the practice (e.g., in terms of learning outcomes of students, etc.)</p>	<p>After the completion of the session, evaluation questions were distributed and filled in by the students</p>
<p>Overall Impacts and benefits (on the targets, on the participating organizations, etc.)</p>	<p>Students were more actively involved and engaged in the training.</p>
<p>Sustainability</p> <p>What are the possibilities of extending practice more widely? Is the practice replicable on a larger scale? Why?</p>	<p>Yes, it can be adopted by any other country that includes online training activities in their curriculum.</p>
<p>Lessons learned</p> <p>What are the key messages and lessons learned to take away from the practice experience?</p>	<p>There's no one size fits all strategy. Students need instructional adaptations to master the learning competencies. Teachers should take the extra mile to equip themselves with diverse teaching strategies in order to achieve a high level of connection.</p>
<p>Tips for teachers and trainers interested in implementing the practice</p>	<p>If a teaching strategy doesn't work, try another one in order to accommodate the special learning needs of students.</p>



Description of the implemented practices	
Suggested by (name, email)	Popi Christopoulou AKEP
Title/name of the practice	A warm welcome
Abstract Provide an abstract of a maximum of 500 words is useful to provide a summary description of the practice	Setting a welcoming scene is important also in the virtual classroom, especially for first graders, i.e., students that are participating in a class for the first time. Transitioning into the new school environment is an exciting yet daunting time for many students.
Country of implementation	Greece
Lead organization	Academy of Entrepreneurship
Main partners (If any)	
Period of implementation	The first week of the school year
Language of delivery	Any language
Main objectives of the practice	Provide first graders with clear, useful information about the school journey and experience ahead, preparing them for their school life while allaying fears and doubts.
Context What is the context where the practice has been implemented and the main challenges being addressed?	The first week of first graders' reception time period.
Target groups and their characteristics (e.g., students, teachers, families, etc.)	Students
Number of people involved (students/trainees, teachers/trainers, etc.)	20-25 students class size
Methods for recruiting participants (If applicable)	n/a



<p>Professionals involved</p> <p>(e.g., teachers, volunteers, social workers, trainers) and their role in the practice)</p>	<p>Teachers and school's psychologists</p>
<p>Implementation process and main activities</p> <p>Please describe any phases of implementation of the practice</p>	<p>Implementing icebreakers can be a great tool for developing more comfortable settings and for facilitating integration among the students. Online icebreakers come in a range of forms, from asking students to share their expectations for the new module on Padlet's online noticeboard to grouping them into breakout rooms to discuss current news related to the session's content.</p>
<p>Well-being of involved people</p> <p>List / describe how Well-being of participants (students, teachers, parents) has been fostered by implementing the practice</p>	<p>Creating a welcoming online classroom environment is key to developing more comfortable settings and facilitating integration among the students.</p>
<p>Evaluation</p> <p>Which methodology/tools have been used to evaluate the success of the practice (e.g., in terms of learning outcomes of students, etc.)</p>	<p>Evaluation online questionnaires were distributed to students to fill in after the implementation of the session. The insights from the implementation of the activity were positive. They admitted that they managed to handle feelings of loneliness during online teaching and managed to establish a safe learning environment.</p>
<p>Overall Impacts and benefits (on the targets, on the participating organizations, etc.)</p> <p>Please, specify</p>	<p>The overall impact is to encourage students to engage with each other and the lecturer. This will dismantle any feelings of isolation right from the start and make the teacher seem more approachable.</p>
<p>Sustainability</p> <p>What are the possibilities of extending practice more widely? Is the practice replicable on a larger scale? Why?</p>	<p>Yes, it can be replicated in any country or online school setting</p>
<p>Lessons learned</p> <p>What are the key messages and lessons learned to take away from the practice experience?</p>	<p>Students can be very eager to adopt new techniques if they realize that the teacher is supportive and his/ her intentions are sincere.</p>
<p>Tips for teachers and trainers interested in implementing the practice</p>	<p>Some prior online research on how specific online tools can be used, for example reading</p>



	through the user's manuals, will be recommended.
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Description of the implemented practices	
Suggested by (name, email)	Popi Christopoulou AKEP
Title/name of the practice	Stop talking and write
<p>Abstract</p> <p>Provide an abstract of a maximum of 500 words is useful to provide a summary description of the practice</p>	<p>The practice suggests to host online “stop talking and write” sessions prior to student assessments rather than Q&A sessions. It helps students not to feel alone during the writing process, while also teaching them time management and best practice for health and safety, particularly while working on a screen.</p>
Country of implementation	Greece
Lead organization	AKEP
<p>Main partners</p> <p>(If any)</p>	10 people max will make it to get to work properly.
Period of implementation	The work sessions should ideally be 20 to 25 minutes long with five-minute breaks
Language of delivery	All languages
Main objectives of the practice	Participants not to feel alone during the writing process, while also teaching them time management and best practice for health and safety, particularly while working on a screen.
<p>Context</p> <p>What is the context where the practice has been implemented and the main challenges being addressed?</p>	<p>Hosting online “stop talking and write” sessions prior to student assessments rather than Q&A sessions can be implemented when online teaching should be used extensively i.e. In emergency response teaching circumstances like Covid-19. It helps students not to feel alone during the writing process, while also teaching them time management and best practice for health and safety, particularly while working on a screen.</p> <p>This also offers benefits to Teachers, who can complete their own work during these writing sessions. Moreover, students tend not to have questions prepared in time for Q&A sessions, but</p>



	once they start to work on assignments, the questions arise. A “stop talking and write” session usually results in fewer emails for Teachers to answer later.
Target groups and their characteristics (e.g., students, teachers, families, etc.)	Students and Teachers
Number of people involved (students/trainees, teachers/trainers, etc.)	Best with smaller groups since participants have to show their items on camera. 6-8 people works well.
Methods for recruiting participants (If applicable)	N/A
Professionals involved (e.g., teachers, volunteers, social workers, trainers) and their role in the practice)	N/A
Implementation process and main activities Please describe any phases of implementation of the practice	<p>The teacher shares the screen to display the preferred pomodoro timer, which breaks down work into healthy intervals, so students can monitor the time left in each work session. The work sessions should ideally be 20 to 25 minutes long with five-minute breaks. During the short breaks, teachers should take questions about the assessment, either in the chat or by asking students to turn on their microphone. The end of the session provides time for students to have a more detailed discussion about the assessment.</p> <p>Teachers explain in advance how the session will work to help with recruitment to the event. Include the benefits of allotting time to writing and that this will replace any Q&A sessions. At the start of the session, teachers remind students to only post questions at the start of the break. They will be tempted to post questions in the chat during the writing sessions, but this can disturb the progress of the other writers.</p>



<p>Well-being of involved people List / describe how Well-being of participants (students, teachers, parents) has been fostered by implementing the practice</p>	<p>It helps students not to feel alone during the writing process, while also teaching them time management and best practice for health and safety, particularly while working on a screen. This also offers benefits to Teachers, who can complete their own work during these writing sessions. Moreover, students tend not to have questions prepared in time for Q&A sessions, but once they start to work on assignments, the questions arise. A “stop talking and write” session usually results in fewer emails for Teachers to answer later.</p>
<p>Evaluation Which methodology/tools have been used to evaluate the success of the practice (e.g., in terms of learning outcomes of students, etc.)</p>	<p>Evaluation online questionnaires were distributed to students to fill in after the implementation of the session.</p>
<p>Overall Impacts and benefits (on the targets, on the participating organizations, etc.) Please, specify</p>	<p>The perception of the activity from students and teachers was positive. They admitted that they managed to handle feelings of loneliness during online teaching and managed to establish a safe learning environment.</p>
<p>Sustainability What are the possibilities of extending practice more widely? Is the practice replicable on a larger scale? Why?</p>	<p>Yes, the practice can be adopted by any country.</p>
<p>Lessons learned What are the key messages and lessons learned to take away from the practice experience?</p>	<p>Feeling of isolation and loneliness can indeed be overcome through specific techniques during online teaching.</p>
<p>Tips for teachers and trainers interested in implementing the practice</p>	