



HANDBOOK

FOR SELECTING & PRODUCING
RESOURCES

EXCIITE- Enabling eXtremely Creative, Inclusive, Inspiring Teachers for Europe

2021-1-IT02-KA220-SCH-94D4FE66

Erasmus+ KA2 2021 project- Cooperation partnerships in school education
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This Resource Hub Handbook for partners is part of the Exciite Project Result n.4 Multilingual Learning and Testing
Resources Hub

Partner in charge: UNIMORE Associated partners: FRC, ÖREBRO, UOC, FREREF, ELTE, IC Manzoni

PR4 Activities (from the Project's Vademecum):

A4.1 - Design and selection criteria for the Resource Hub: In this phase the criteria for search, review and selection of resources categories were defined; phases of collection, uploading and accessibility were agreed and the set of necessary processes are specified to a high level of detail through the preparation of this Resource Hub Handbook for partners.

UNIMORE developed the criteria selected, and all the partners provided inputs and feedback.

A4.2 - Collection and review validation

A4.3 - Technical development

A4.4 - Feeding the Resource Hub

EXCIITE Project

The purpose of this handbook is to define criteria for searching, reviewing and selecting resources that can have qualitative validity and can bring a solid contribution to the identification of resources useful to the development of effective professional educational pathways. The framework in which this product fits is the EXCIITE project, an Erasmus+ project funded by the European Commission, promoting cooperation partnerships in school education.

The EXCIITE project has a clear focus on supporting schoolteachers in their continuing professional development in these challenging areas of competence and preparing the ground for a renewed initial teacher training curriculum. In particular, the meaningful, creative and interactive use of digital technology to make learning more learner-centred, more inclusive, and more stimulating is an important component of this project,



which will use and adapt the knowledge base and experience of one of the leading European actors in this domain. The project's approach to social inclusion is rather focused on supporting each learner's progress and achievements by building on the identification of specific strengths and motivation and therefore stimulating children's agency as a key for social inclusion and learning achievement.

Project Result 4

Goals



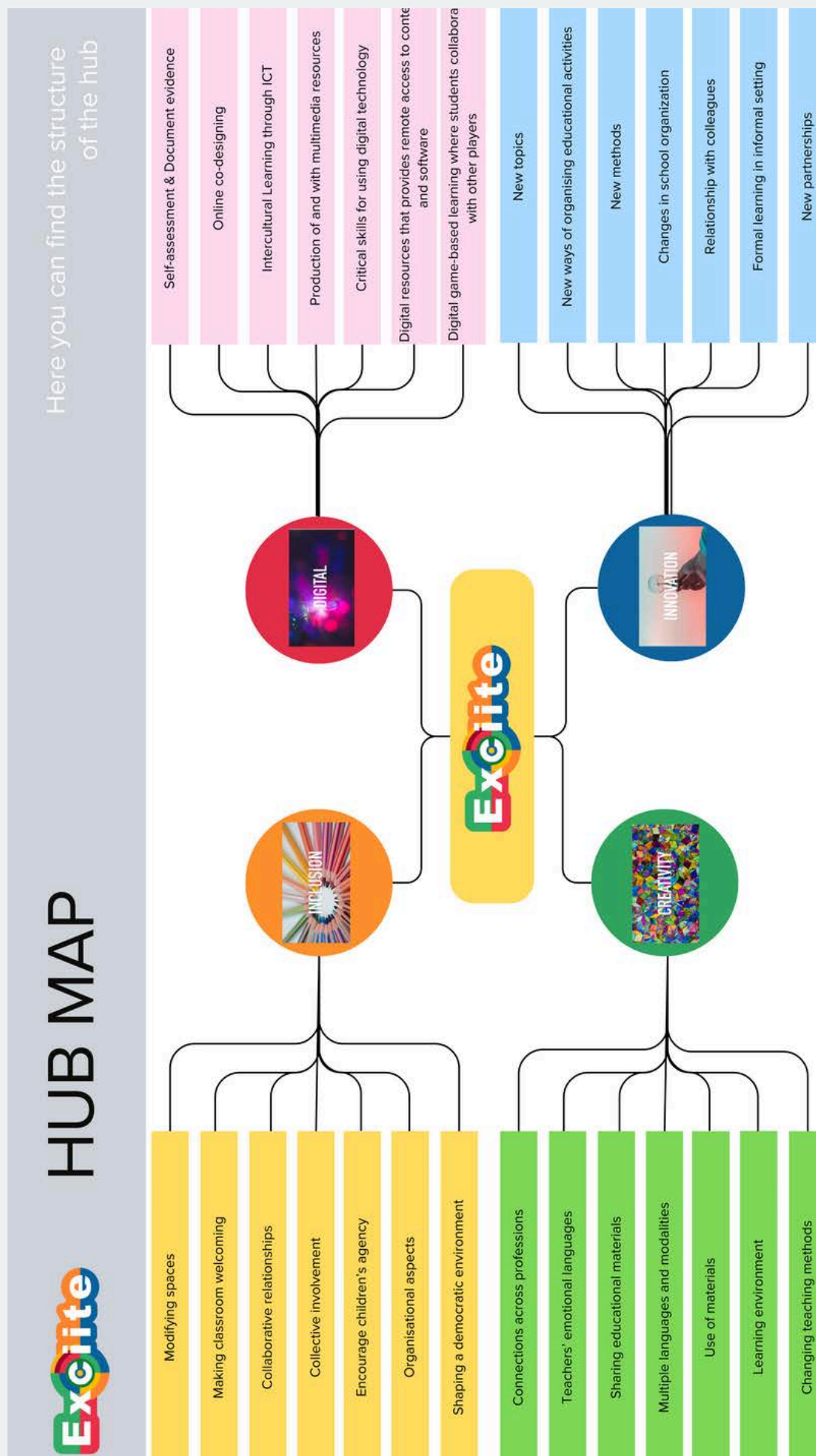
This handbook is specifically developed as an outcome of EXCIITE Project's Result 4 (PR4). Below you can find the PR4 three main goals.

1. To design a series of training modules that combine into flexible and personalised learning paths based on a self-assessment tool designed to help teachers recognize their own training needs.

2. To build a Hub for teacher training, consisting of a web repository of multilingual learning resources for teachers (building on what is already available in national teacher training agencies and at EU network level), to help them develop and practise creativity skills, learning innovation, self-regulatory learning, appreciation of diversity and social inclusion.

3. To create an alliance of teacher education institutions capable of collaborating transnationally and supporting the exchange of resources and good practices in the field of in-service teacher education".

The map of our hub

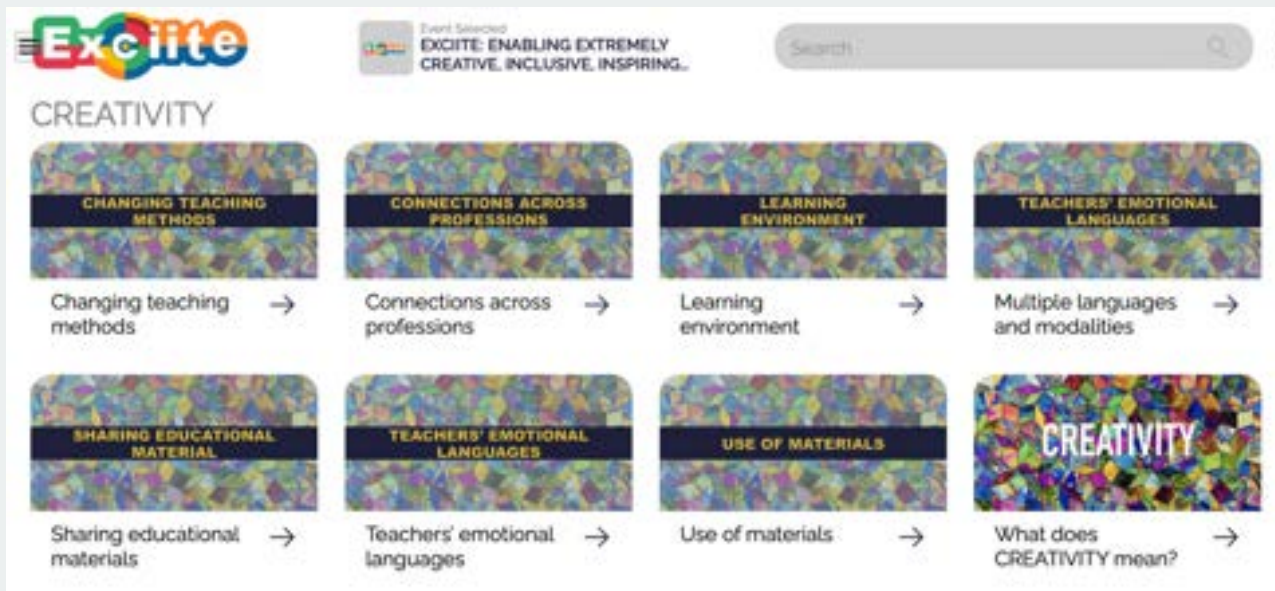


The structure of our hub

The map in the previous page represents the structure of our hub, which can be accessed via the following link:

<https://exciite.letzfair.com>

The project focuses on four main areas, and the allocation of resources in the hub reflects this macro structure. Therefore, the hub is divided into: **INCLUSION, DIGITAL, INNOVATION, CREATIVITY** areas, which are further divided into **7 inspiring topics** each.



Here you can find a description and examples of each Inspiring topic:

https://docs.google.com/document/d/1dEOHTatrQeye_ubH7XLx6i0qbxGYb-5JFrKWrmU9pYI/edit



For each Inspiring topic

3 TYPE OF RESOURCES

01 Core concepts

This resource helps users to have a deeper theoretical knowledge of the inspiring topic in general or in one of its possible declinations. Scientific publication (paper; chapter; book) or university lesson/talk are included.

Inspiring tools

02

INSPIRING TOOLS TO PUT IN PRACTICE

These resources can motivate teachers and educators to put the inspiring topic into practice in their own educational work, in the classroom and at school. Guidelines (manuals, teaching instructions, guidance, ministerial-national documental, european document, erasmus products) are included.

03 Further ideas

These types of resources give suggestions or additional examples of how the topic can be developed, in theory or in practice. This category also includes resources that are relevant but refer to other websites (e.g. repositories or self-assessing digital tools).

To build the multilingual hub



01 English resources

The hub is composed by at least 1 English resource per type (1 for core concepts, 1 for inspiring tools and 2 for further ideas), which means that for each Inspiring topic the user will find at least 3 resources.

Language resources

02

The hub and the resources are available in following languages:

Italian, Swedish, Catalan, Spanish, Hungarian. Users will find at least 2 resources (1 for core concepts, 1 for inspiring tools) for at least 4 out of 7 inspiring topics of each Area (inclusion, Digital, Innovation, Creativity)



03 Feeding the hub

The hub is going to be fed until the end of the project. More resources will come.



General information for each resource

01 Title

If the title is too long, please put here a short version and insert it in the subtitle

02 Subtitle

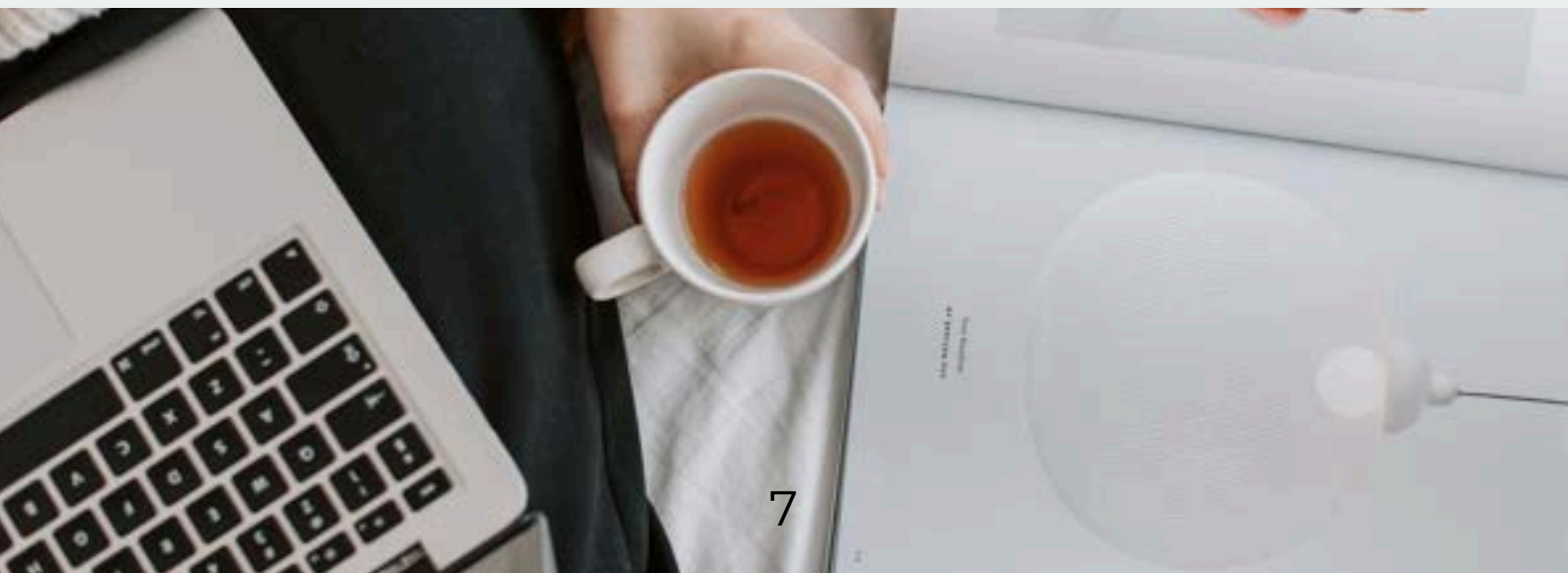
(info about the autor and jornal/source/insitution). Please, use APA system.

03 Lenght

The length must be specified in minutes- for TEXT: 1 page correspond to 2 mins Please round up considering just multiples of 5 numbers (10, 15, 20 mins)

04 Link

for ondemand contents



General information for each resource

05 Tags

Lower secondary school

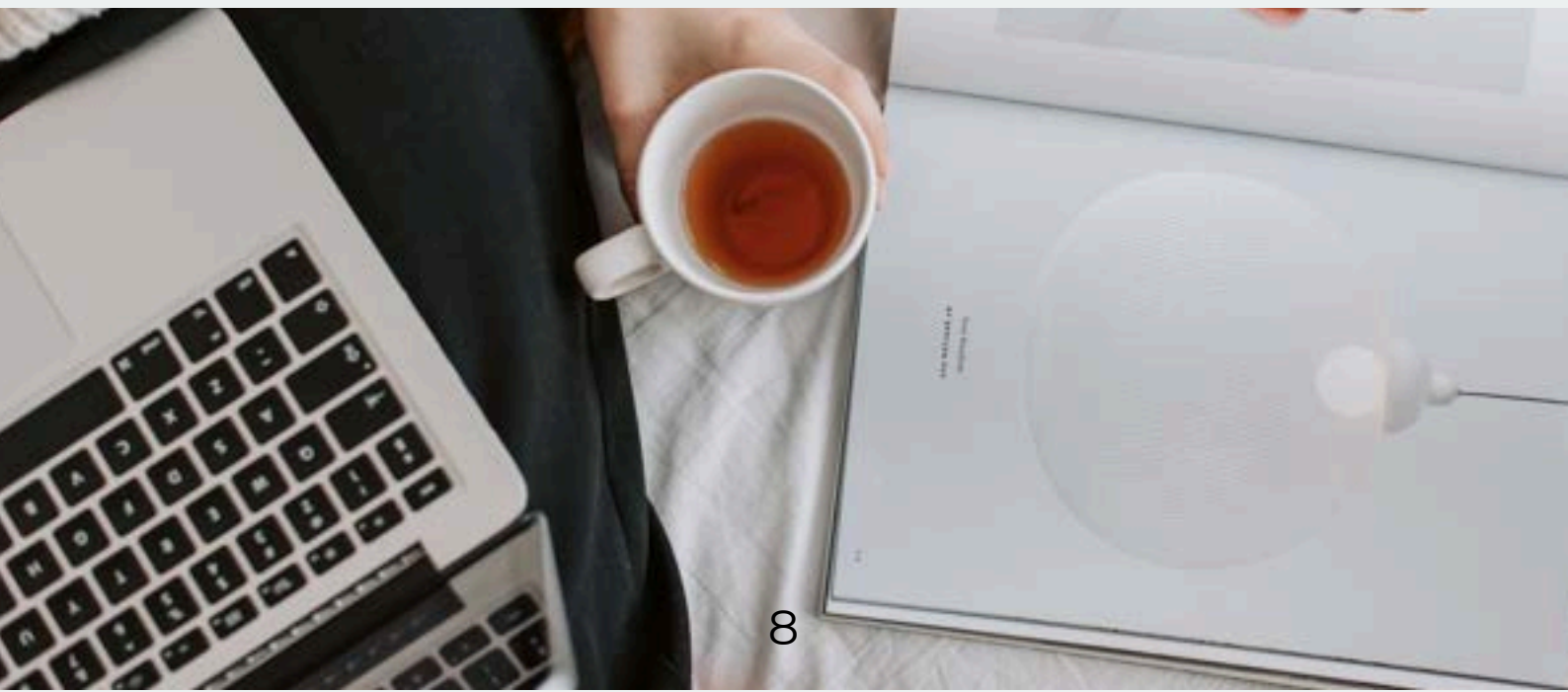
Primary school

06 Description

At least 60 words, a summary of the contents

07 Age of materials

The materials must be not more than 5 years old



Criteria

To meet the quality criteria decided by partners, each resource in the hub must follow at least one option per criteria, which are Format, User Accessibility, Licensing and permission, Authorship, Diversity.



Format

- MP3 (link)
 - MP4 (link)
 - Text (PDF)
-



User Accessibility

- 1.The OER does not require any registration for access to content.
 2. The OER does not require a fee for use.
 3. The OER does not require any registration for access to content and does not require a fee for use.
-



Licensing and permission

1. The OER is free to share, alter, and adapt, subject to some restrictions (e.g., CC-BY-SA or CC-BY-NC).
 2. The OER is free to share, but not to alter or adapt (e.g., CC-BY-ND or CC-BY-NC-ND).
 3. The OER is free to share, alter, and adapt,by mentioning the original author (e.g., CC-BY).
-



Authorship

1. The OER is a scientific publication
 2. The OER is affiliated to institutions of higher education. Example: Harvard University.
 3. The OER is produced by an institution, widely known for its involvement in the educational field (e.g. universities, international organization such as UNESCO, educational NGOs, national agencies for teacher training); education platform (e.g. OER hub).
 4. Not educational institutions but related to field (e.g. TED TALK)
-



Diversity

1. The OER includes suggestions for ways to use the materials with a variety of learners;
 2. The OER contains at least a criteria based on the cultural assessment of the partners who choose the OER: gender-inclusive language; cultural expressions (people from different cultures, socio-economic background, religion, etc.); educational approach (i.e. different modalities).
 3. Not applicable (i.e. a text about inclusive education but not formally referring to gender-inclusive language or a plurality of educational approaches, etc.)
-



Utility of materials Designed to support Teaching

1. The OER provides materials that are comprehensive and easy to understand and use. For example, the time needed for lesson planning appears accurately estimated, materials lists are complete, and explanations make sense, ages of students.
 2. The object does include suggestions for ways to use
 3. The OER does not include materials or suggestions for ways to use because the tools are sufficiently intuitive.
-

Producing resources



Each partner choose a inspiring topic and a type of resource



The same criteria as to already-existed resources must be followed



The resource is produced both in the native language and in English



Each resource is translated in each language of the project, in order to widen the european network in the educational field

Feeding the hub: uploading resources



Each partner possess an admin account with which can feature the hub details and upload resources



When uploading a resource, specifically made for the EXCITE project, the owner of the resource is addressed among the project partners, as each of them has an account

The screenshot shows the Excilite web application interface. The top header includes the Excilite logo and a tagline: "EXCITE: ENABLING EXTREMELY CREATIVE, INCLUSIVE, INSPIRING...". The main content area is titled "Contents" and features a sidebar with navigation options: Dashboard, Project, Users, Contents (selected), Statistics, Surveys, Communications, System, and Parameters. The main area displays a table of resources with the following columns: a selection column with radio buttons and checkmarks, a "WEIGHT" column, an "ID" column, a "THE DIV / AT" column, and a "TITLE" column. The resources listed are:

	WEIGHT	ID	THE DIV / AT	TITLE
☒	5		on demand	Reflections on Theory and Pedagogy of Challenges L.
☒	6		on demand	Teaching Philosophy to Children
☒	7		on demand	Philosophy for children
☒	8		on demand	Turn-Taking Task
☒	9		on demand	Children and Place: Reggio Emilia's Environment As T...

Feeding the hub: uploading resources



To upload a big amount of resources, each partner can compile the excel file provided by Letzfair. The file must be completed in all his parts., following the instructions in it. Different files must be created for different languages and then send to UNIMORE staff.

HOW TO COMPILE				
Please insert every resource in the "RESOURCE IMPORT" sheet, following the requested information and using the corresponding codes in the columns concerning:				
- "TYPE ID (level)": insert just one code				
- "TAG ID (Language&School Level)": insert at least 2 codes (one for language and at least one for school level)				
- LINK FILE IMAGE BANNER: insert just one link				
- LINK FILE IMAGE BANNER Mobile: insert just one link				
- CATEGORIES (TIPOLOGY ID - GPE)				
For the columns "ONLINE AND VISIBLE" and "ON DEMAND" you have to always insert 1.				
You can see the example in the "RESOURCE IMPORT" sheet in the PORTING CODE number 1.				
TYPE ID (level)		CODES		
Core Concepts (to know what it is)		499		
Inspiring Tools (to put in practice)		500		
Further Ideas (extra)		501		
TAG ID (Language&School Level)		CODES		
Italian		35		
Hungarian		37		
Spanish		39		
Swedish		40		
English		41		
Catalan		42		
Primary School		46		
Middle School		47		
LINK IMAGE		LINK FILE Image Desktop	LINK FILE Image Desktop Mobile	
Creativity	CORE CONCEPTS - to know what it is	https://www.letzfair.it	https://www.letzfair.it	
Creativity	INSPIRING TOOLS - to put in practice	https://www.letzfair.it	https://www.letzfair.it	
Creativity	FURTHER IDEAS - extra contents	https://www.letzfair.it	https://www.letzfair.it	
Digital	CORE CONCEPTS - to know what it is	https://www.letzfair.it	https://www.letzfair.it	
Digital	INSPIRING TOOLS - to put in practice	https://www.letzfair.it	https://www.letzfair.it	
Digital	FURTHER IDEAS - extra contents	https://www.letzfair.it	https://www.letzfair.it	
Inclusion	CORE CONCEPTS - to know what it is	https://www.letzfair.it	https://www.letzfair.it	
Inclusion	INSPIRING TOOLS - to put in practice	https://www.letzfair.it	https://www.letzfair.it	
Inclusion	FURTHER IDEAS - extra contents	https://www.letzfair.it	https://www.letzfair.it	
Innovation	CORE CONCEPTS - to know what it is	https://www.letzfair.it	https://www.letzfair.it	
Innovation	INSPIRING TOOLS - to put in practice	https://www.letzfair.it	https://www.letzfair.it	
Innovation	FURTHER IDEAS - extra contents	https://www.letzfair.it	https://www.letzfair.it	
CATEGORIES (TIPOLOGY ID - GPE)				
Changing teaching methods				
Connection across professions				
Learning environment				
Multiple languages and modalities				
Sharing educational materials				
Teachers' emotional languages				
Use of materials				
Critical skills for using digital technology				
Digital game-based learning where students collaborate with other players				
Digital resources that provides remote access to content and software				
Intercultural Learning through ICT				
Online Co-designing				
Production of and with multimedial resources				
Self-assessment & document evidence				
Collaborative relationships				
Collective involvement				
Encourage children's agency				
Making classroom welcoming				
Modifying spaces				
Organisational aspects				
Shaping a democratic environment				
Changes in school organization				
Formal learning in informal setting				
New methods				
New partnerships				
New topics				
New ways of organizing educational activities				
Relationship with colleagues				

Creative Commons

License: a hint

The Creative Commons licensing framework was created as a legal alternative to allow authors of materials to retain acknowledgement for their work and regulate the sharing, the commercial activity and the modification of materials. Creative Commons (CC) approach makes it possible to utilise user-friendly open licence for online and digital resources, taking into consideration different copyright laws in different countries and different languages.

Everyone can create a licence, the most appropriate can be generated by entering into the CC website and responding to specific questions.

Pictograms

Six licence types were created to form flexible copyright standards to meet the different needs of authors.

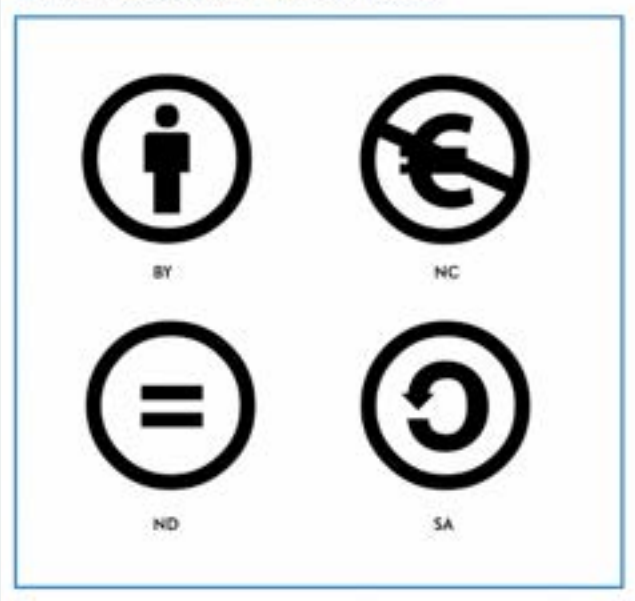
A licence may contain between 1 and 4 licence features (fig. 1), accompanied by a pictogram and an abbreviation.

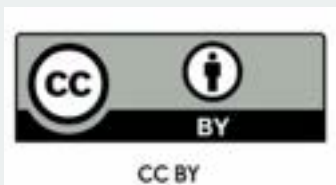
BY indicates the attribution, i.e. the entity or person to whom the content is to be credited.

NC indicates 'Non Commercial', making explicit the prohibition to use the resource for commercial purposes. **SA**, which stands for ShareAlike, indicates that the content and any modifications of it may only be republished under the same type of licence.

From the combination of these 4 features, 6 licence types can be obtained (fig. 2), ranging from the most permissive CC BY, to the most restrictive CC BY-NC-ND licence.

FIGURE 1: PICTOGRAMS OF THE CC LICENCE FEATURE





The CC BY licence allows an unrestricted use of the content, if the following conditions are met:

“1. The author and other parties designated to receive attribution must be named in the

manner requested by the licensor as long as the requested form of attribution is reasonable.

2.If supplied by the licensor, copyright notices, a reference to the CC licence (preferably as a link to the CC website), a notice that refers to the disclaimer of warranty and liability and a link to the original source must be retained.

3. If the work is shared in an adapted version, it must be indicated that it is a modified version. Former indications to modifications must be retained (section 3.a.1.B of the legal code).

4.If the licensor requests to remove any of the information referred to in paragraph 2 above, the user has to do so as long as it is reasonable.

5. The licensee must not create the impression that their use is in any way endorsed by the licensor or any party designated to receive attribution (section 2.a.6 of the legal code)” (pag. 30).



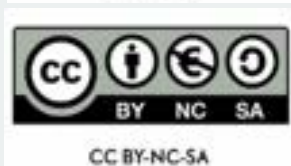
The CC BY-SA attribution is known as the Wikipedia licence, which makes it widespread. In this particular type, “the adapter’s licence must either be the original licence or any later version of that licence. (...) A hyperlink or other reasonable reference to the adapter’s licence must be included. The use of the modified version must not be restricted by additional terms and conditions or TPMs.



The CC BY-ND apply the same terms of CC BY licence but does not allow adjustment of the work



The CC BY-NC licence does not allow users to reproduce the resource for commercial use; it indicates the respect of the same obligations as CC-BY.



The CC BY-NC-SA licence implies that a work can be adapted, further versions can be shared, but no commercial use of any form is permitted. An example of the application of the CC BY-NC-SA licence are the resources found in the Massachusetts Institute of Technology (MIT) Open CourseWare Project (OCW).



The CC BY-NC-ND licence does not allow modifications or commercial use, CC BY obligations are followed.

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Handbook

This project handbook contains all the practical information, including developed criteria for selecting and producing resources, for those who participate in the hub implementation, as partners staff or main stakeholders.

