



ENhANCE Teacher Training Guide

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1. Introduction

This document is a guide for participants to the Teachers' training path of the ENhANCE project. It is recommended that participants read it as soon as possible at the beginning of the training path, so that they get to grasp with its aims and with the context where it will take place, as well as some of the rationale behind its design. To this end, the guide will provide the readers with background information about the ENhANCE project, and useful information about the training path structure, contents, aims, and participants.

2. The ENhANCE project

2.1 Aims

The ENhANCE¹ (EuropeaN curriculum for fAMILY aNd Community nurse) project is a European project funded under Erasmus Plus programme.

The project targets a specific existing mismatch between the skills currently offered by nurses working in Primary Health Care (PHC) and those actually demanded by both public health care institutions and private service providers when applying innovative healthcare models centered on PHC.

To this aim, the project developed a European Curriculum for Family and Community Nurses (FCNs) which could play a reference role at European level for VET targeting this professional profile. Starting from the European Curriculum, three localized curricula have been designed from the VET providers involved in the project (University of Genoa, University of Thessaly and University of Eastern Finland).

These three localized curricula will serve as a reference for developing three pilot courses for FCNs that will be carried out in the three Universities mentioned above.

2.2 Project Alliance

The ENhANCE Alliance includes 12 partners (+1 Affiliated), from 6 different EU countries representing VET providers in the field of Nursing, Regulatory Bodies for FCN training, Professional Associations and Public and Private Employers, Universities and Research Centres.

3. The teacher training path in ENhANCE

The e-learning training path built in the framework of the ENhANCE Project is directed to the teachers in charge of developing and carrying out the pilot courses based on the localized curricula in Italy, Greece and Finland. Therefore, teachers of the three universities involved in this pilot phase will attend the course.

During the training, participants will familiarize with the methods and tools proposed by the project and will be supported in designing innovative teaching and learning activities to be offered during the pilots to the perspective students.

3.1 Objectives

In particular, during this training path the participants will:

- Get familiarized with the key pillars of the project, including the EU Curriculum and the derived national curricula

¹ <https://www.enhance-fcn.eu/>

- Get familiarized with the Open Online Tool developed in the project that has the scope of supporting innovative teaching and learning practices and the sharing of practices among nurses
- Be introduced to the concepts of: [1] collaborative learning; [2] self-regulated professional learning; [3] gamification and guided in the conceptualization of innovative learning activities based on these three concepts
- Collaboratively design part of the pilots to be delivered
- Be introduced to the concept of Open Contents and produce or retrieve learning materials to be adopted during the pilots.

3.2 Activities

This training path will be delivered **completely on line**. The proposed activities in this training will include:

1. Online lectures (in the form of webinars)
2. Collaborative learning activities
3. Individual study activities
4. Assignments/quizzes.

Theoretical sessions will be always coupled with hands on activities, to be carried out individually or collaboratively. Moreover, participants will also be expected to actively participate in discussions with trainers and colleagues through forums.

Activities in the path can be Mandatory or Optional. Trainers and tutors will clarify the nature of each activity during the path.

3.3 Language

The official language of the training path is **English**; online contents and learning materials will be delivered in the official language, and the outcomes of both the individual and collaborative activities are expected to be in English. All the interactions in forums will be in English.

Other languages spoken in the training path are Greek, Italian and Finnish.

3.4 Duration

The training path officially starts May, 2nd, 2019 and ends July, 18th, 2019.

At the end of this period, the training path will remain available for a follow up phase, where participants will find further support for complete the design of their pilot courses.

4. Contents, structure and time schedule of the training path

The course is structured in modules and includes 4 main modules introduced by 1 module of familiarization with other participants and the technological environment of the course. Modules 2, 3 and 4 will integrate a theoretical session with more practical activities during which participants will be requested, from time to time, to collaborate with their colleagues or work individually.



Table 1 - Modules of the training path

| Module | Module title | Schedule |
|-----------------|--|---|
| Module 1 | Opening and socialization phase | |
| | Webinar | May 2 nd |
| | Online activities | May 2 nd – May 15 th |
| Module 2 | Familiarization with the main project outputs (Curricula & OOT) | |
| | Webinar | May 16 th |
| | Online activities | May 16 th – May 29 th |
| Module 3 | Basics of Collaborative Learning and Learning Design | |
| | Webinar | May 30 th |
| | Online activities | May 30 th – June 9 th |
| Module 4 | Basics of SRL and gamification | |
| | Webinar | June 10 th |
| | Online activities | June 10 th – June 26 th |
| Module 5 | Development of Open Contents and OOT configuration | |
| | Webinar | June 27 th |
| | Online activities | June 27 th – July 18 th |

M1 - Introductory module: Opening and socialization phase (14 days)

During this module, participants will start getting familiarized among each other, as well as with the technological environment of the course, i.e. the Open Online Tool.

Main aim of this module is to create a friendly climate among participants and to plant the first seeds of a European community of teachers working in nursing education. To reach this aim, after the start up webinar, we will propose a socialization activity where participants will be asked to introduce themselves within a discussion forum - and thanks to a gamified approach - we will trigger motivation and engagement, and support collaboration among colleagues. Moreover, a survey will be proposed to help participants placing themselves with reference to their knowledge and skills about the topics of the course.

Contents:

- What is the ENhANCE project?
- What is this teacher training path?
- Who are the other attendants?
- What is the Open Online Tool?

M2- Familiarization with the main project outputs (Curricula & OOT) (14 days)

During this module, thanks to a webinar, participants will be introduced to the ENhANCE European Curriculum for Family and Community Nurses. Some printed materials, will be provided for individual study and a forum will be available for discussing the national curricula. A questionnaire will be then proposed for further individual reflections and considerations about these instruments, as a baseline for the design of the participants' own course within the pilots. A gamified activity to further explore the functionalities offered by the Open Online Toll will be also delivered.

Contents:

- What is the ENhANCE Professional Profile for FCN?
- What is the ENhANCE EU Curriculum?
- What are the ENhANCE National Curricula?



- What are the main OOT functionalities?

M3 – Basics of Collaborative Learning and Learning Design (11 days)

During this module, participants will participate in a webinar introducing the concept of Learning Design and, specifically, an approach for the design of collaborative learning activities, called the 4Ts approach. In particular, the aim is to get a grasp of this approach as well as of some frequently used collaborative learning techniques. These Learning Design skills will empower course participants to design training activities aiming to develop knowledge, skills and transversal competences in Family and Community Nurses (FCNs). After the webinar, participants will have the opportunity to put them in practice by designing a learning activity for FCNs in collaboration with other colleagues.

Contents:

- What is Learning Design and why it is important, especially for online learning
- What is Collaborative Learning and how FCNs could take advantage of it
- Techniques for fostering collaborative learning (peer review, jigsaw, role play, pyramid, discussion, etc.)
- How to design online collaborative learning activities with the 4Ts approach

M4 – Basics of SRL and gamification (17 days)

During this module, participants will be introduced to the concept of self-regulated learning as a necessary process for continuous professional development of FCNs and to gamification as a way to encourage and support engagement in this process. After an initial webinar concerning these two concepts and the way SRL is/can be gamified in the OOT, participants will provide feedback and suggestions on the activity produced in M3 by other course participants. Afterwards, together with some colleagues, participants will further develop the design of the learning activity for FCNs produced in M3 based on the collected feedback.

Contents:

- What is Self-Regulated Learning and why it is important, especially in knowledge intensive domains
- The 4Cs model for Self-Regulated professional learning
- What is Gamification and how it can foster professional learning
- Gamifying the 4Cs model.

M5 - Development of Open Contents and OOT configuration (22 days)

During this module, after a short introduction to the notion of Open Contents, participants will be asked to individually design an exemplar innovative activity for the pilots and possibly produce the teaching/learning materials to be associated with it. Moreover, participants will be assisted by tutors to configure adequately the OOT to host the designed activity. This way at the end of the training path participants will have a complete exemplar activity designed and implemented in all its elements (materials and technological tools), ready to be delivered during the pilot. At the very end of this module participants will be also asked to fill a final questionnaire in for us to collect their overall feedback on the training path.

5. The learning environment

The training path will be delivered completely online through the Open Online Tool. The Open Online Tool User Manual is available here: <https://tinyurl.com/enhance-oot-guide>

On the OOT each module will include:

- A webinar and/or materials to be downloaded to cover the theoretical part
- Assignments or quizzes
- Forums for discussions.

The platform is also endowed with the following general forums:

- A General info and news forum: where the tutor will interact with participants as to general information on the course (structure, calendar, etc.)
- A Technical forum: where participants can ask for help as to technical issues
- Meta-reflection forum: where participants can share their reflections about the path, the contents that are delivered in it and their learning experience.

Tutors will monitor the progress of the participants in the course and will be available for support in forums.

6. Suggestions for a fruitful attendance

As said above, this training path will be delivered completely on line and includes different kind of activities: online lectures, collaborative activities and individual study materials. The first two, from time to time, may entail synchronous or asynchronous interactions.

Online courses and training path may be challenging since there is not a tight schedule or fixed times for attending most of the activities; this flexibility may bring participants to underestimate the commitment required or to forget something.

Therefore, below we provide some suggestions for a fruitful attendance of the path. It is recommended that participants:

- **Attend the online course with regularity**, by connecting frequently (possibly once a day for half an hour), instead of concentrating participation in a unique slot of 3/4 hours in a single day.
- **Use this Course Guide** as a reference document during the whole training, so to have always an overview of the whole path, be aware of the point reached, and keep an eye on the envisaged time schedule.
- **Consult the OOT User Manual** to learn about the main platform functionalities or for any technical doubt.
- **Attend webinars** if possible, instead of watching the recordings. Webinars have the great advantage of allowing a direct interaction with the trainers to ask for clarifications if needed.
- The path envisages **group work**. Try to actively and constantly participate and collaborate because the outcome should reflect the work of the group. When working in groups, organize the work by negotiating with others tasks and responsibilities, so to collaborate effectively and deliver the outcome on time.

- **Use the general forums** to ask any questions or to ask for support by tutors regarding any aspect related to the whole course or for technical problems.

7. Participation certificate

A certificate of attendance will be given at the end of the training to those who:

1. Have participated in the webinars and/or watched the videos
2. Have contributed meaningfully to the discussions on contents with at least four messages per module
3. Have completed the individual proposed assignments or quizzes
4. Have shared the design of their exemplar activity and/or the associated learning materials in a common folder (in M5), to make it available to other participants.

8. The community

Our community is composed of:

- *Trainers*: researchers in Technology Enhanced Learning, with a background in innovative teaching and learning methods carry out the training path. The list of names is available at the end of this document.
- *Tutors*: they will be in charge of supporting participants in dealing with the proposed activities and the platform for the whole duration of the training. The tutors will give technical and logistic support as well as will try to answer questions about the training path contents, or to put participants in touch with the trainers when necessary.
- *Participants*: they are teachers involved in the pilot courses of the three Universities involved in the ENhANCE project (University of Genoa, University of Thessaly and University of Eastern Finland). The group therefore is heterogeneous in terms of subjects taught and native language. A list of participants is available at the end of this document.

8.1 Trainers

Francesca Pozzi: she is the ENhANCE project coordinator. She is a researcher who started at CNR-ITD in 1998 and holds a PhD in Languages, Cultures and ICT. Her main research interests are the theory and practice of applying Technology Enhanced Learning (TEL) models and methods. She was involved in several teacher training initiatives oriented to pre-service and in service teachers. She has published over 100 contributions in national and international journals, books and conference proceedings.

Donatella Persico: is a senior researcher at CNR-ITD who has been active in TEL since 1981. Her main interests include learning design, teacher training, collaborative learning, game-based learning, and self-regulated learning. She has been in charge of several teacher training initiatives (online, blended and f2f) and has produced several digital resources for teacher training. She is author of about 150 publications, including books and research papers

Flavio Manganello: received the M.S. degree in communication sciences from the Università La Sapienza, Rome, Italy, in 2003 and the Ph.D. degree in 'engineering science, e-learning curriculum' from the Università Politecnica delle Marche, Ancona, Italy, in 2011. He is a



Researcher at the Institute for Educational Technologies of the Italian National Research Council, Genova, Italy. His research interests include self-regulated learning, personalized learning, learning design, and quality in online learning.

8.2 Tutors

Francesca Maria Dagnino: is a researcher at CNR-ITD, where she started as a research fellow in 2010. She is a psychologist and cognitive-behavioural psychotherapist. Her main research interests are Game Based Learning, Learning design and ICT-based solutions for Cultural Heritage Education. She has tutored several online teacher training.

Marcello Passarelli: is a Research Fellow at ITD-CNR since 2017. During his stay there, he worked on the H2020 Gaming Horizons project, focusing on the social impact and applications of video games and gamification, and on the Erasmus+ CODUR project, which had the goal of identifying criteria for quality assurance of e-learning institutions.

Andrea Ceregini (technical tutor): Andrea has been working as a Technical Officer for ITD-CNR since December 2010, participating in various research projects through the years (UniSchoolLabs, MAGICAL, i-Treasures among the others). His work focuses on supporting researchers and their activities by designing, developing and maintaining IT solutions of various kind, including websites, web services and software.

8.3 Participants

Loredana Sasso (Italy)

Annamaria Bagnasco (Italy)

Gianluca Catania (Italy)

Milko Zanini (Italy)

Giuseppe Aleo (Italy)

Isabella Roba (Italy)

Giulia Soldano (Italy)

Lorenzo Bracco (Italy)

Marinella Santacroce (Italy)

Martina Bariola (Italy)

Emilia Bossi (Italy)

Luciana Fellini (Italy)

Marco Ghiozzi (Italy)

Chiara Bongioanni (Italy)

Daniela Maloberti (Italy)

Roberta Centanaro (Italy)

Lucia Bacigalupo (Italy)

Lucia Vassalini (Italy)

Giovanna Razeto (Italy)



Enrica Silano (Italy)
Giovanna Loredana Rizzo (Italy)
Claudia Tognetti (Italy)
Paola Lorenzani (Italy)
Gianluca Petriccioli (Italy)
Stefania Sannazzaro (Italy)
Massimo Bona (Italy)
Ilaria Colombo (Italy)
Rosanna Credentino (Italy)
Michela Barisone (Italy)
Marilisa Marconi (Italy)
Giorgio Badino (Italy)
Fabio Bafico (Italy)
Stefano Burlando (Italy)
Bruna Crepaldi (Italy)
Manuela Mignone (Italy)
Maria Emma Musio (Italy)
Paolo Pedemonte (Italy)
Tiziana Leale (Italy)
Paola Mossa (Italy)
Paola Obbia (Italy)
Antonella Fretto (Italy)
Ioanna Papatthanasiou (Greece)
Evangelos Fradelos (Greece)
Sofia Kastanidou (Greece)
Konstantinos Tsaras (Greece)
Dimitrios Papagiannis (Greece)
Georgia Garani (Greece)
Maria Lavdaniti (Greece)
Areti Tsaloglidou (Greece)
Panteleimon Sofitis (Greece)
Eftychia Evangelidou (Greece)
Theodora Kafkia (Greece)
Eleni Christodoulou (Greece)
Tzannis Polykandriotis (Greece)

Lampros Bizas (Greece)
Paraskevi Apostolara (Greece)
Eleni Almpani (Greece)
Agoritsa Koulouri (Greece)
Vissarion Bakalis (Greece)
Paraskevi - Maria Prapa (Greece)
Maria Milaka (Greece)
George Kritsotakis (Greece)
Christos Kleisiaris (Greece)
Lambrini Kourkouta (Greece)
Konstantinos Koukourikos (Greece)
Hannele Turunen (Finland)
Ari Haaranen (Finland)
Pirjo Partanen (Finland)
Mina Azimirad (Finland)
Iira Tiitta (Finland)
Ulla Kekäläinen (Finland)
Leea Huusko (Finland)