



Boosting Classes 2.0 for high-quality teaching in adult education

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O2/A5 - Teachers' guidelines



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INTRODUCTION

This guideline has been developed under the O2 Promoting digital skills for classes 2.0 development in adult education.

The aim is to explain how the Learning Environment works, use the project tools and methodology during the piloting phase with the learners, and help students develop the project work based on digital and language skills development.

1. BOOSTCLASS 2.0 LEARNING ENVIRONMENT

Taking into consideration the results of IO1 - Research stage of the project was developed a syllabus of the training course BoostClass 2.0 aiming to improve educators' competency to effectively integrate new technology and Apps in adult education using multidisciplinary and interdisciplinary approaches based on episodes of situated learning and project-based learning .

1.1 Logical matrix of the training course BoostClass2.0

Based on the proposed syllabus, the following logical structure of the educational course and its content was developed, discussed and unanimously approved by the whole project partnership:

Module 1: How to re-think the classes' borders by exploiting of ICT potentialities

- Topic 1.1. Collaborative Environments (e.g. Google apps + Drive)
- Topic 1.2. Collaborative web site/blogs/notes
- Topic 1.3. Interactive whiteboard
- Topic 1.4. Virtual classroom (e.g. Google meet)

Module 2. How to develop and design effective assessment and evaluation system for distance learning

- Topic 2.1. How to monitor students with Google Classrooms
- Topic 2.2. Using Quizzes/games
- Topic 2.3. How to assess students by using video quiz (e.g. Edpuzzle)
- Topic 2.4. How to create a rubric to assess your students
- Topic 2.5. How to create e-portfolio

Module 3. How to increase adult learners' motivation through the use of technologies

- Topic 3.1. How to seek digital resources (e.g. Google search)
- Topic 3.2. How to use quizzes and games (e.g. Kahoot)
- Topic 3.3. How to use YouTube app

Module 4. How to implement effectively combined pedagogical approaches such as project based learning and episodes of situated learning.

- Topic 4.1. How to implement Project based learning
- Topic 4.2. How to construct a learning scenarios
- Topic 4.3. How to implement episodes of situated learning
- Topic 4.4. What are the digital tools to be use with ESL approach
- Topic 4.5. How to seek training opportunities for continuous professional development

1.2 Main design principles of BoostClass 2.0 VLE

In order to deliver all training activities related to the modules and topics specified above and tailored to the professional needs, language preferences, time zones, and the geographical locations of the target groups' representatives, it was developed a BoostClass 2.0 Virtual Learning Environment (VLE) based on the open-source software platform Moodle. BoostClass 2.0 VLE was designed, implemented and hosted by by CARI, Bulgaria.

Taking into consideration that the training to be delivered via the BoostClass 2.0 VLE is addressed to educators engaged in adult training, CERI took into deep consideration the modern principles of adult learning (i.e. Andragogy¹). The application of the adult learning theory principles to e-Learning addressed to educators and implemented in the framework of the BoostClass 2.0 training methodology consists of the following:

- Participants in the training are voluntary learners and they learn because they want to. They learn best when they have decided they need to learn for a particular reason.
- Teachers need to see that the subject matter and the methods are relevant to their activities and to what they want to learn.
- Educators come with rich life and job experience that needs to be acknowledged: They should be encouraged to share their experiences and knowledge.
- Adults learn best when new information is reinforced and repeated. They need time to master new knowledge, skills, and attitudes. They need to have this mastery reinforced at every opportunity.
- Adult learners learn better when information is reinforced and repeated as well as presented in different ways - usage of different contents' formats and variety of teaching techniques.

Taking into consideration these fundamental adult education principles was decided the course to be self-passed and organised as a sequence of training modules which contain learning objects representing the specified topics in several formats in order the potential trainees to be able to construct their flexible learning paths and to be able to follow their preferable learning styles.

1.3 BoostClass 2.0 VLE conceptual model

The self-paced e-training courses in English and in all four national languages - Bulgarian, Italian, Romanian and Spanish are delivered to the target groups' representatives via tailored virtual learning environment.

CERI is responsible for development of overall design and architectural structure of all BoostClass 2.0 courses as well as for the overall implementation of the English and Bulgarian implementations of BoostClass 2.0 courses.

¹ Knowles, M. (1984). *Andragogy in Action*. San Francisco: Jossey-Bass; ISBN: 978-0875896212

The learning contents of the Italian, Spanish and Romanian course versions have been developed and uploaded by representatives of the partner organisation(s) from the corresponding country. Communication and support of the representatives of the target groups from a given partner country is a duty and responsibility of the partner organisations from this country.

The core technologies behind the VLE are Open-Source and include PHP, MySQL Database, Apache Web service and RED5 Media Server. The object-based and modular nature of the VLE and the services built on it allow for flexible combining of the available modules.

The Home page of the BoostClass 2.0 VLE will be accessible for all interested parties via the project website. To access a given course published in the platform, username and password are required.

On the next figure is presented the front page of the BoostClass 2.0 VLE.

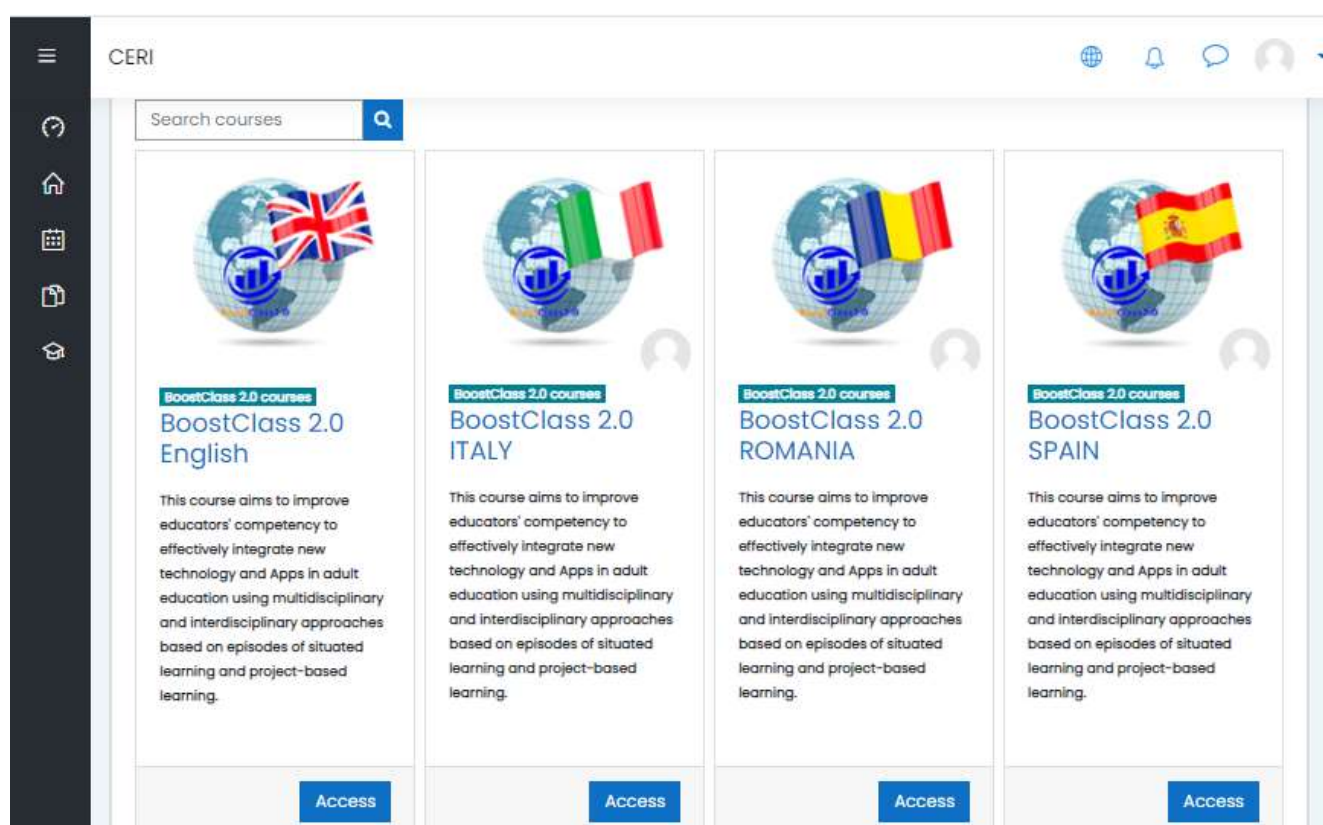


Figure 1 Home page of the BoostClass 2.0 VLE

The e-learning material for the courses, delivered through a VLE, is developed in the form of learning objects (LOs) - smaller independent pieces that can be used independently or in combination with other material to form higher level objects covering the learning needs of the users on demand at any place and at the right time and according to the LEGO metaphor, where a learning object should be Reusable, Accessible, Interoperable/portable, and Durable. An important aspect for reusability and personalization is the granularity of learning objects. The main idea behind the learning objects

concept is that instructional designers can build small instructional components that can be reused a number of times in different learning contexts.

1.4 Learning content formats

For each content topic the following types LOs in all national languages of the project partners as well as in English have been developed:

- Multimedia lessons - Interactive learning content built up by an audio explanation synchronized with a slide presentation and provided with a hypertext index allowing the learner to navigate the lesson's content. All multimedia lessons are developed in line with the requirements and recommendations of the broadly accepted e-learning standard SCORM. The tracking system marks the activity as completed when the lesson is reviewed from the very beginning to its end. (this format of learning content is supported in Bulgarian, Italian, Romanian and Spanish section of the course only).
- Lecture Notes are textual documents presenting in detail the lesson's topics and /or different perspective of the contents already explained as well as list of referent materials. They are text materials necessary for the training. These contents are converted in PDF and are downloadable in order to be used in off-line modality. Clicking on the title of the document will open it into a pop-up window with a functionality supporting the reviewing in line with your preferences such as window size, font size, layout, and etc. The tracking system marks the Lecture Note activity as successfully completed if the file content is reviewed at least once.
- Slide objects are standard presentations about the module topics realized by the subject domain experts and converted in PDF format. This content is downloadable in order to be used in off-line modality. Clicking on the title of the document will open it into a pop-up window with a functionality supporting the reviewing in line with your preferences such as window size, font size, layout, and etc. The tracking system marks the activity as successfully finished if the learner opens the slide object at least once.




	Тема 1.4. Виртуална класна стая		
a)	 Мултимедиян урок 1.4 Виртуална класна стая	<input checked="" type="checkbox"/>	
b)	 Лекция 1.4. Виртуална класна стая	<input checked="" type="checkbox"/>	
c)	 Презентация 1.4. Виртуална класна стая	<input checked="" type="checkbox"/>	

Figure 2 Types of learning objects per topic

Note: Learning objects of the type Multimedia lessons are included in the BoostClass 2.0 e-courses in Bulgarian, Italian, Romanian and Spanish languages. In the English version of the BoostClass 2.0 course multimedia lessons are not included.

2. BoostClas2.0 VLE – USER GUIDE

2.1 How to enter the BoostClas2.0 VLE and the course

1. You can use a direct link which to be placed in your browser address line:
<https://cerizone.eu/czmoodle/course/index.php?categoryid=4> or a corresponding tab from the project website (for now this is under construction). You will see the following screen shown on the next figure(Figure 3).



Figure 3

2. Click on Log in button (upper right corner - Figure 3)
3. Insert your username and password in the dialogue window and click Log in button to enter the platform (Figure 4).

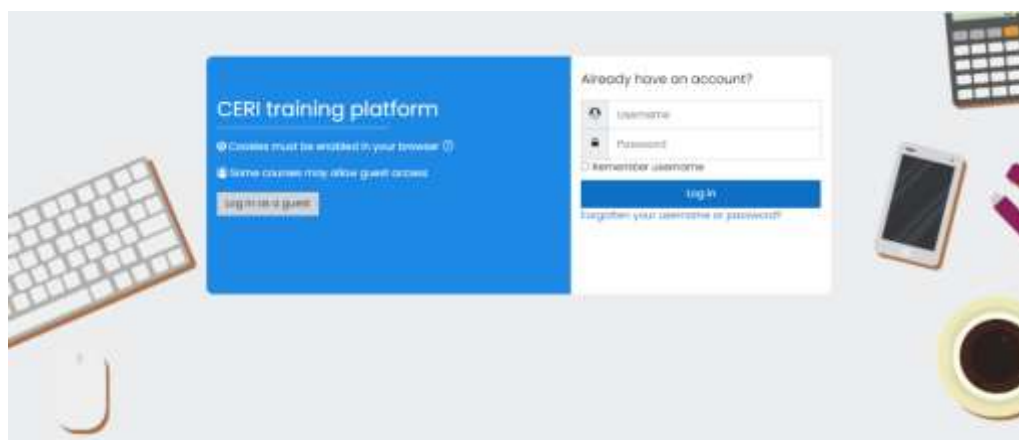


Figure 4

2.2 How to enter the BoostClas2.0 course

All course's versions are represented via icons where the national flags are shown and the name of the country is included in the course title.

After entering the BoostClass 2.0 VLE, click on the tab of the course to enter into it.

If you have not filled your access credentials for Log in:

1. Click on the tab with the title of the course you want to access. For example let us click on the tab of ce-course BoostClass 2.0 English (Figure 5).



Figure 5

Note: Do not forget that you should be enrolled to a given course in order to be able to enter in it.

2. The Log in dialog window appears (Figure 6).

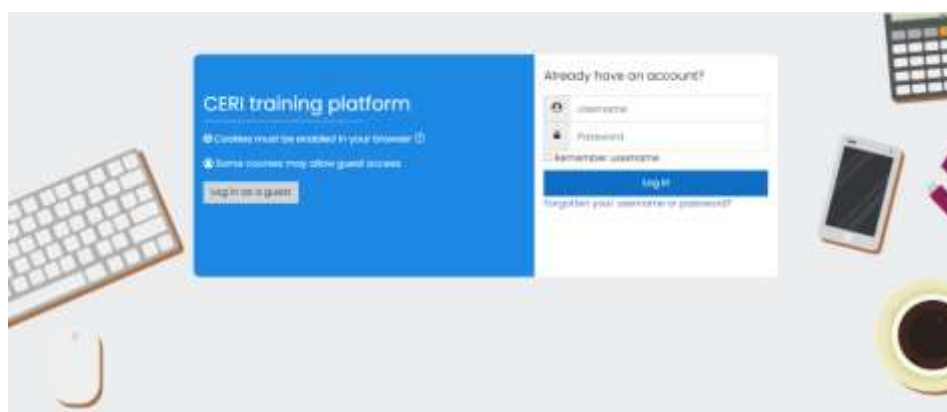
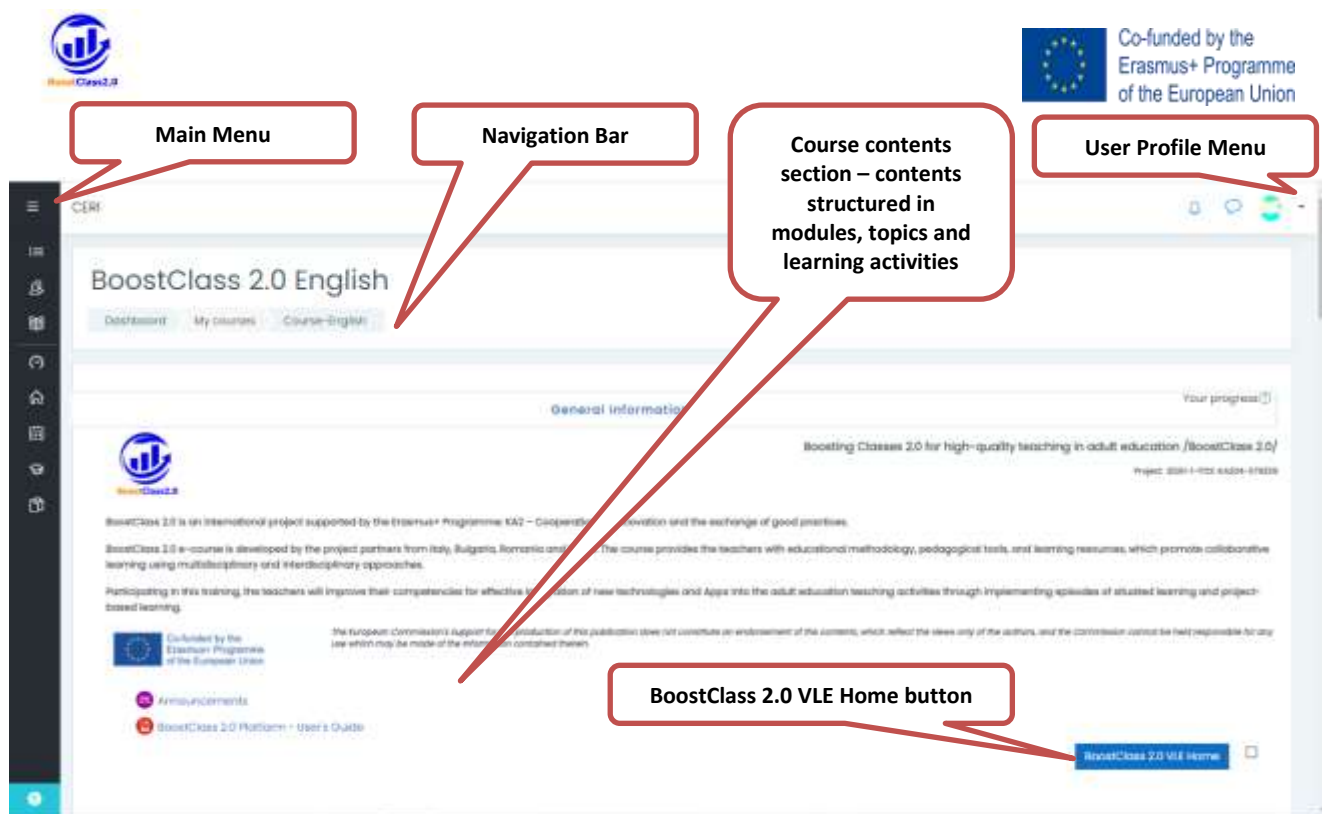


Figure 6

3. You have to insert there your username and password and then clicking on Log in button.

2.3 Main elements of the course window

When you enter the course you will see the following screen (Figure 7):



- Main menu is described briefly in the next table (See Table 1):

<p>The screenshot shows the main menu with the following items:</p> <ul style="list-style-type: none"> Course sections Participants Grades Dashboard Site home Calendar My courses Private files 	<p>Click here to shrink the main menu so only icons to be visible or click again to open a more detailed outlook.</p> <p>Click here to see the Course sections (modules). You can jump to any course module clicking on its title shown in the opened Course sections sub-menu.</p> <p>Click here to open the list of all participants in the course. You can communicate with them via integrated tcommunication tools (See section 2.5 of this document)</p> <p>Clicking on Grades you will see all your grades in this course if any.</p> <p>Clicking here you will see the list of courses you are enrolled in + your progress in each of the courses as the accomplishment percentage.</p> <p>Access to the CERI e-learning platform main page</p> <p>Access to your course calendar</p> <p>Clicking here you will see the list of active courses you are enrolled in. You can jump into any of these courses any time just by clicking on the course title from the appeared sub-menu</p> <p>Clicking here you will have access to your private files if any.</p>
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Table 1 Main Menu - elements and functionality

- Navigation Bar - you can use it to go back on the navigation path you already have generated. Of course, you can use the forward and backward buttons of your browser line any time as well.



Figure 7

- User profile menu - click on the arrow next to your profile icon (upper right corner) will open the Profile menu. The options in this menu are described in the table below (Table 2):


 <ul style="list-style-type: none"> Student 1 Dashboard Profile Grades Messages Preferences Log out 	<p>Icon for notifications (activated will show the available notifications); Messaging icon (click to enter in messaging system of the VLE); profile picture, access to the profile menu.</p> <p>Click here to see the current state of your profile.</p> <p>Click here to open your list of active courses and percentage of completion achieved for each of the courses. You can go to any of the courses in Dashboard clicking on its title.</p> <p>Click here to be able to edit your profile.</p> <p>Click here to see your grades for this course (if any).</p> <p>Access to messaging system integrated into this environment.</p> <p>Set of preferences.</p> <p>Log out from the VLE</p>
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Table 2

- Course content section - you can access any of the elements integrated into this course clicking on its title. You can follow the predefined linear order in which the modules / topics / learning objects are listed from top to the bottom on the course site OR you can construct your pathway accessing these learning objects which you want based on your necessity, problem you need to solve, interest and so on. Each LO is marked as passed by the system after its first opening but you can open and review the same object as many time as you want (See Figure 8).

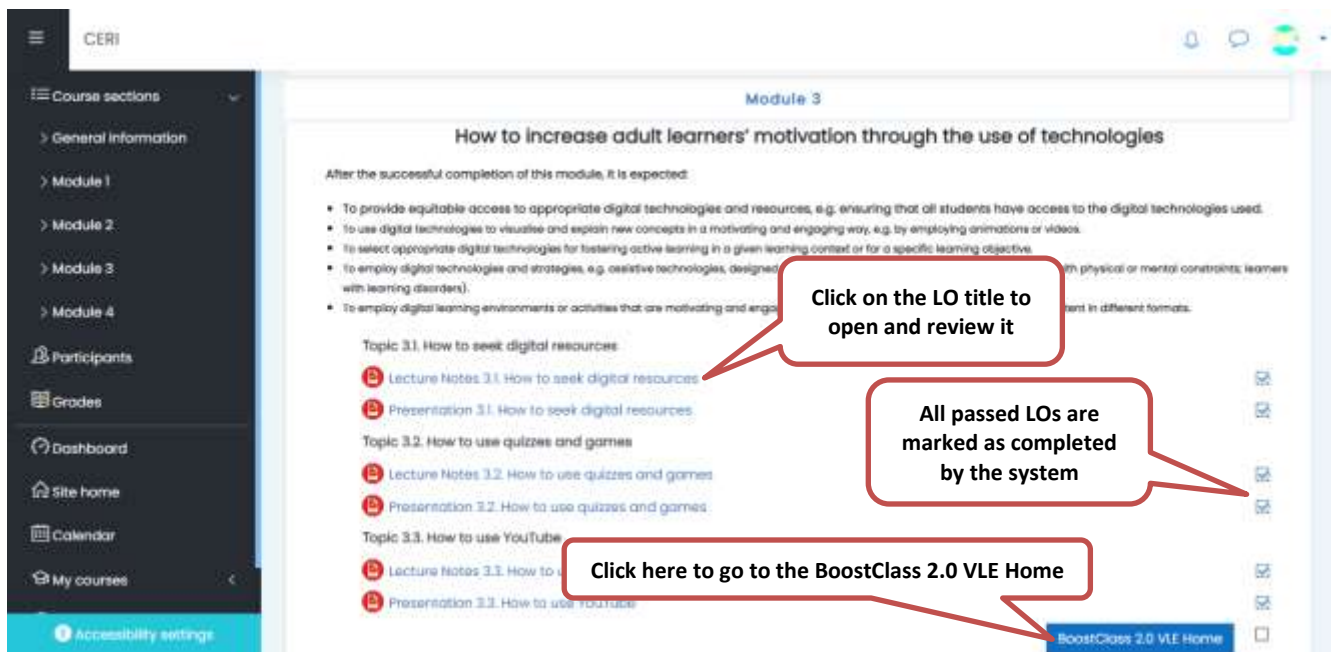



Figure 8

- BoostClass 2.0 VLE Home button - you have such button in the down right corner of each course module (section). Clicking on it you will be returned to the home page of the BoostClass 2.0 VLE. You can use it any time you wish.

2.2.1 How to navigate among the modules (sections) of the course

1. Open the Main Menu.
2. Click on the Course sections tab  to open a sub-menu describing the course structure -
3. Click on the course module you want to jump to.
4. To shrink the course structure sub-menu, click again on Course sections tab (See Figure 9).

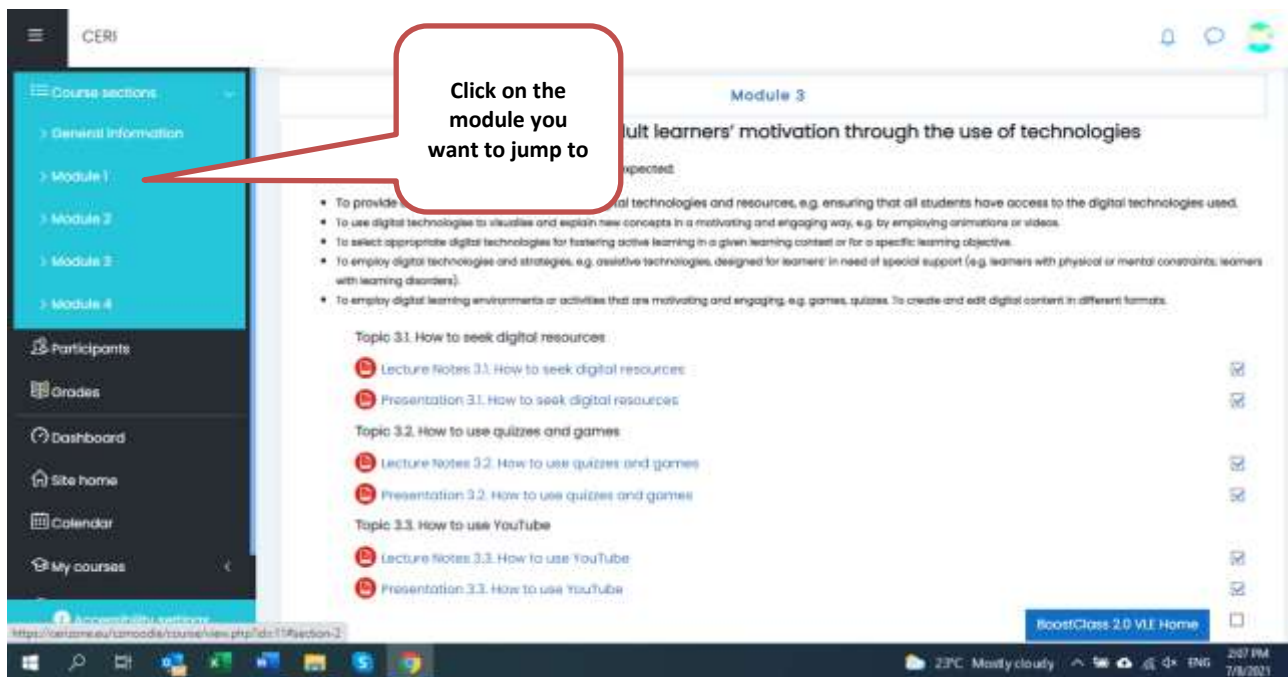



Figure 9

You can move from module to module in order you wish and any time you want.

2.2.2 How to navigate among my courses

In case you are enrolled in several courses, you can move from one course to the other any time and as many times as you want.

1. Open the Main Menu.
2. Click on the *My courses* tab  to open a sub-menu describing the active courses you are enrolled in.
3. From the list of your active courses click on the title of the course you want to move to. The name of the course you are in is written in bold.
4. To hide the courses' list sub-menu just click again on the *My courses* tab (See Figure 10).

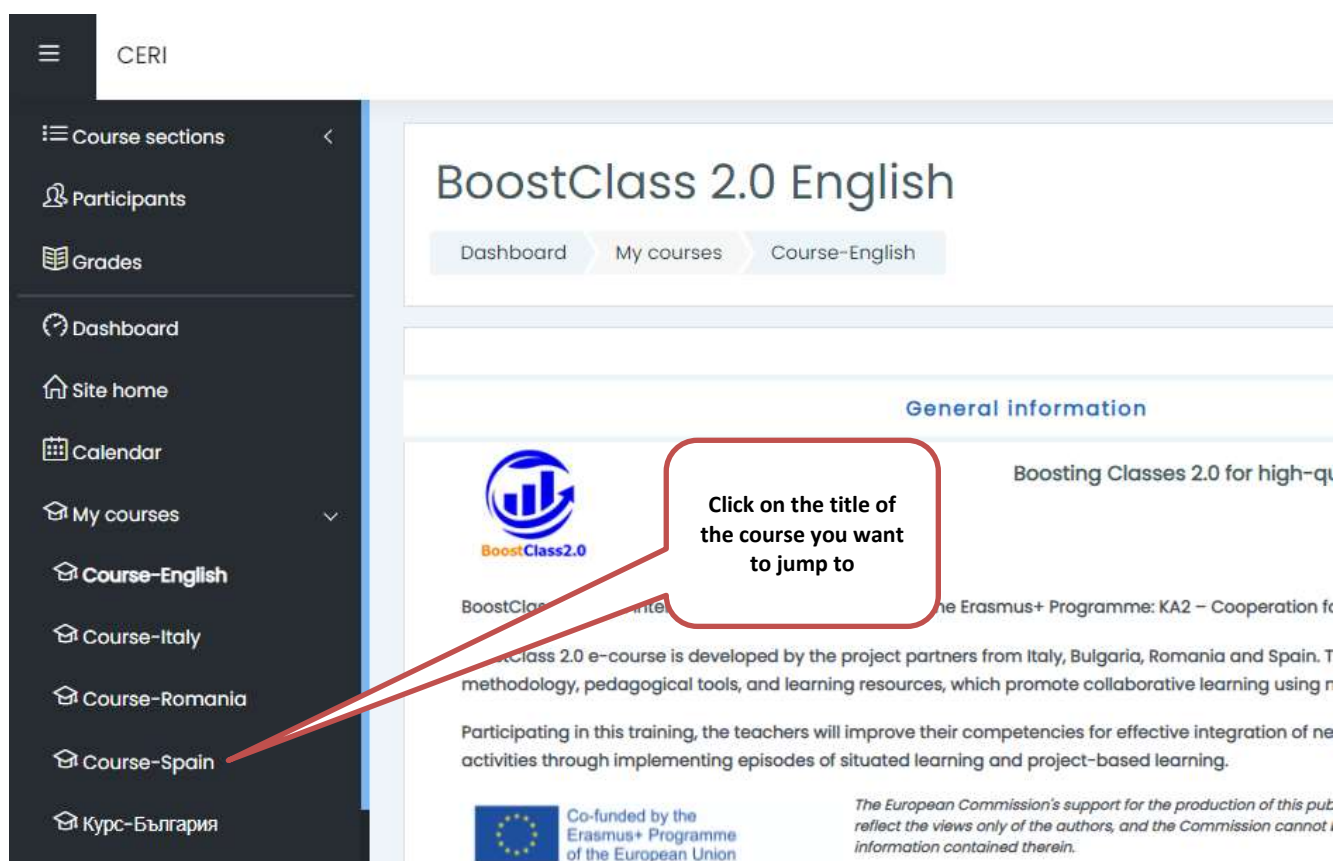


Figure 10

2.2.3. How to navigate among the learning objects and related activities

Entering the course site you see the overall structure of the course - the modules, topics and learning objects are structured from top to bottom representing pre-defined linear order for review in recommended by the course developers. You are not obliged to follow this order but you should review all LOs included into the course to complete it successfully.

To jump to any LO you have to click on its title.

For example we will open the Lecture Notes 1.1 Collaborative Environments of the course.

1. Jump into the Module 1 of this course
2. Click on the LO title.
3. The content is visualised in a pop-up window with controls of the zoom, layout, navigation, download, print, etc (See Figure 11). Apart from that you can move and resize the window as you wish.
4. After completion of content review just close the pop-up and you will be able to open any other LO from the course.

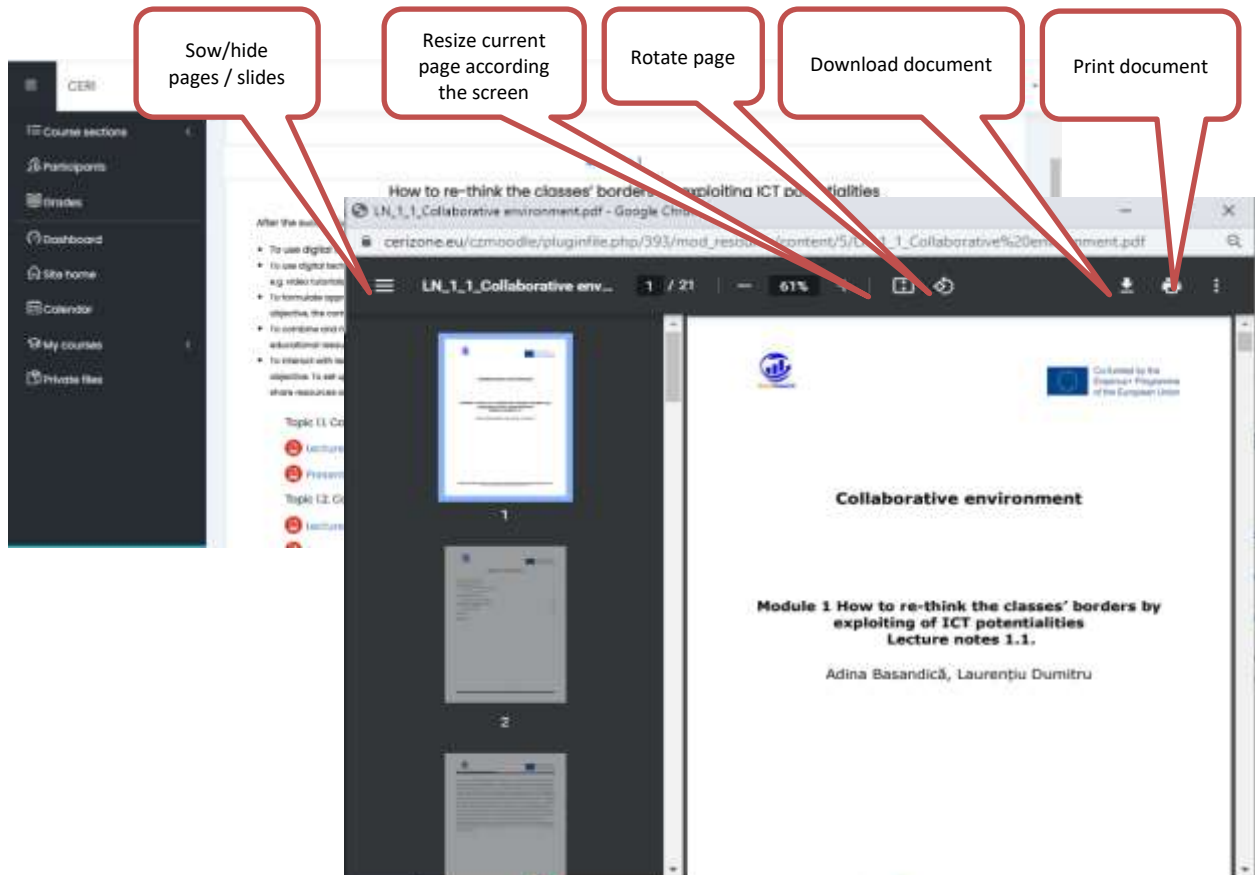


Figure 11

2.4 How to register and track my progress

It is very easy you to track which activities and objects you have already reviewed. Next to each supervised activity there is a box for tracking (Figure 12).

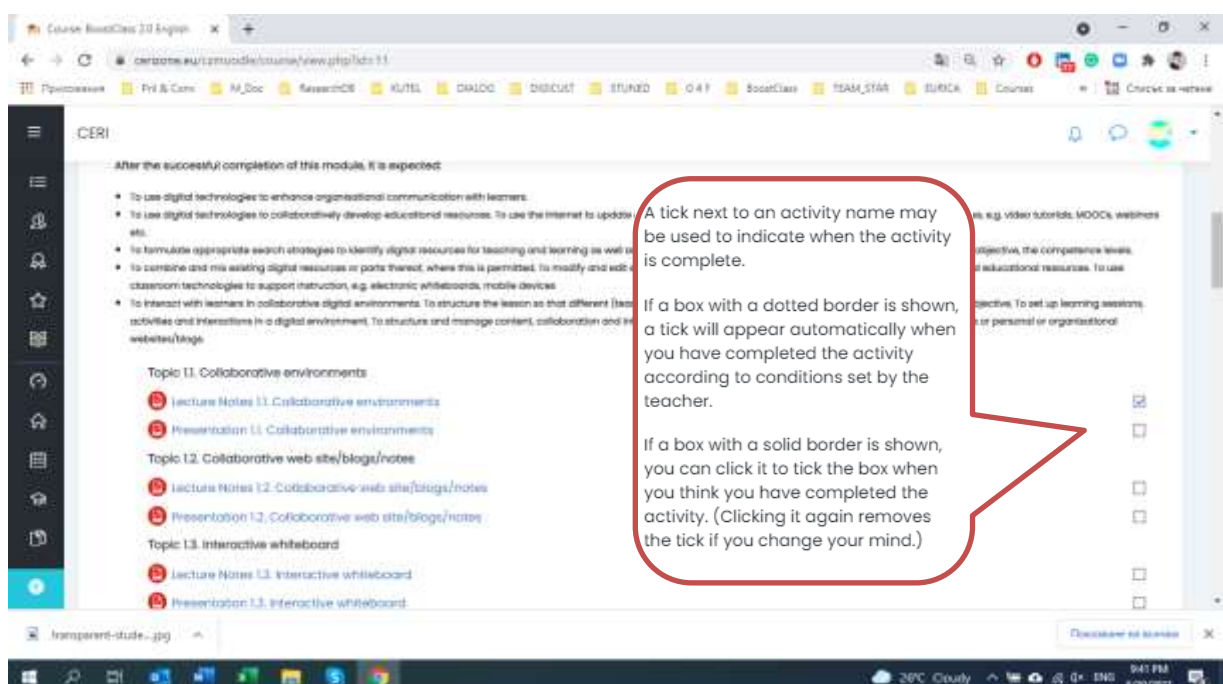



Figure 12

2.5 How to communicate with other participants

You can send messages to any of the participants registered in a given course using internal messaging system of the platform or via e-mail.

1. Click on the Participants  in the main menu.
2. You will see the list of participants in the active course (Figure 13).

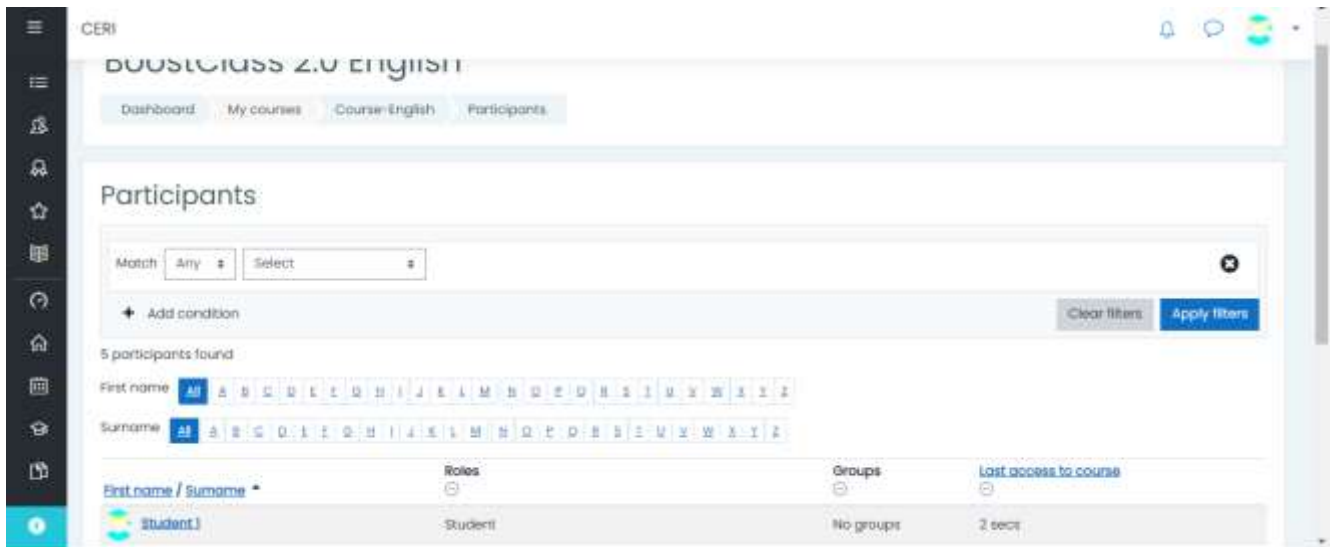


Figure 13

3. Click on the name of a person you would like to contact and you will see a page where is documented e-mail address of the person as well as a possibility to send him/her a message (Figure 14).

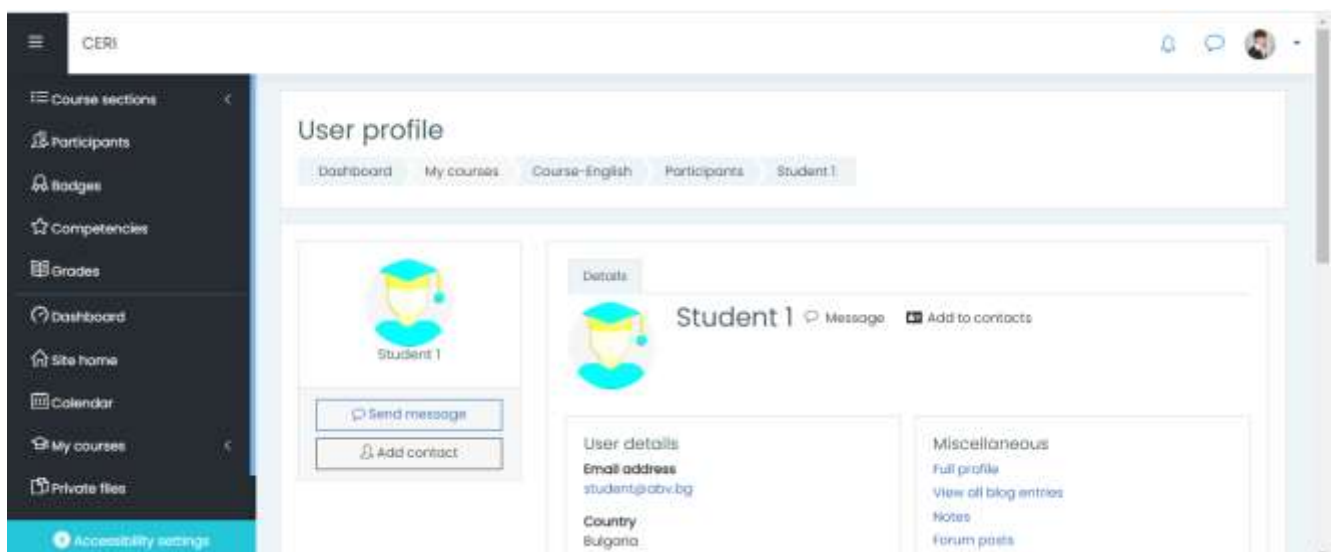


Figure 14

4. To send a message click on *Send message* button. Composing message window will appear to you (Figure 15).

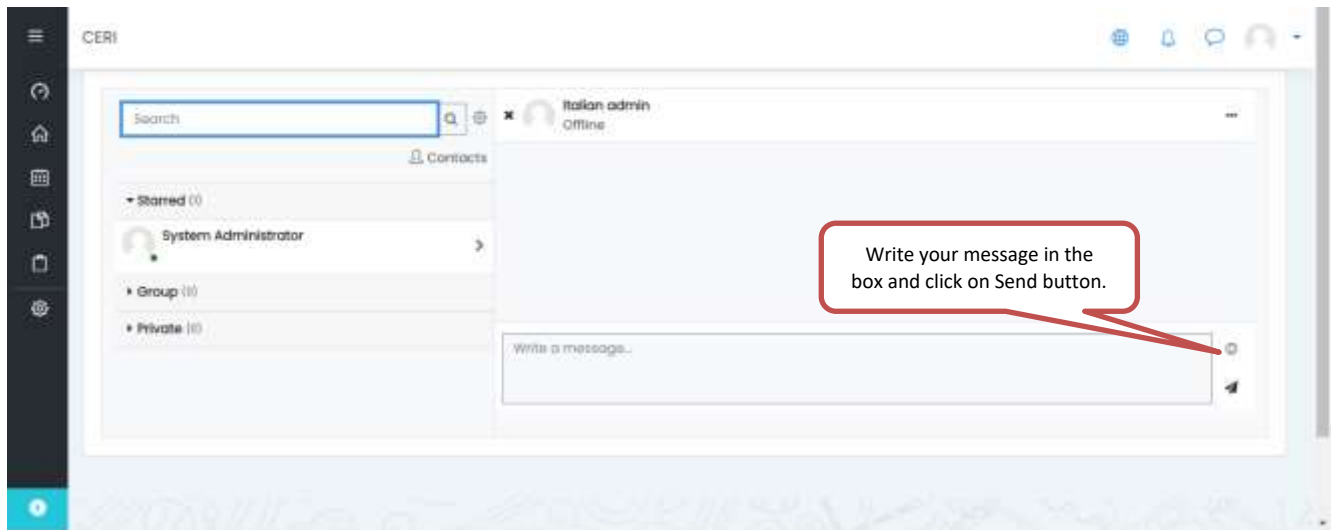


Figure 15

3. THE STUDENTS PROJECT WORK REALIZATION

For a complete learning process in the realization of the project works by students, there are, at least, four operations that must be performed before the work is carried out:

- a) Deciding on the number of projects to be produced;
- b) Determining whether the projects are mono/multi-disciplinary or extracurricular;
- c) Choosing the topics to be used in the project/s;
- d) Dividing the class into groups.

a) Decide on the number of projects: one for the whole class, for subprojects or for separate projects

It is very important that the teacher decides immediately if it is preferable to have a single project on which to make the whole class work (although divided into subgroups to which subprojects are delegated) or to have a series of distinct projects on which the different groups have to work.

Usually, if teachers have no experience with the Project-Based Learning approach, it is recommended to be concentrated on one single project, even if it is divided into sub-projects. This modality can be more reassuring.

The case of the use of several projects in one class is different.

Actually, teachers should master, in both cases, the methodology than privilege their mastering on the subject knowledge.

This will bring the student learning at the centre again by letting teachers take care of everyone, even those less gifted, to transform a teaching practice based above all on classifying objectives into an educating action to encourage everyone's learning.

b) Decide whether mono-multi-interdisciplinary or extracurricular projects

The multidisciplinary or interdisciplinary projects are preferable to monodisciplinary ones if different colleagues will be able to collaborate.

However, also monodisciplinary projects can be acceptable.

c) The choice of the topics to be used in the project/s

The school partners have already selected the school curricula where they will test the project methodology and tools.

However, the teachers involved will be able to use the same or select other topics accordingly the taught subjects.

d) The group's formation

Project development can also be an individual operation, but it would be better to support collaboration and develop teamwork skills among students.

Group training and management are very important issues in the application of project-based teaching.

The fundamental criterion is to compose heterogeneous groups by joining students with and without learning difficulties. This will allow increasing the collaboration among the members in the group because students with different backgrounds, provided with different abilities, experiences, and interests, will represent the richness and support each other.

3.1 Student project work: the realization steps

Before starting the project work with the students, teachers should prepare the activities to be carried out by their students.

FIRST STEP - prepare the PBL phase accordingly the following phases:

Table 3 PBL project phases (Source: Buck Institute for Education – 2019 from PBLWorks.org)

<i>Phase</i>	<i>Activity</i>	<i>Deliverables</i>	<i>Evaluation</i>
Ideation	<ul style="list-style-type: none"> Deciding the number of projects: one for the whole class, divided into sub-projects or several distinct projects; Deciding if the project refers to one or more subjects; Choosing the project topic; Deciding if students work in groups or individually; Defining the competence profile; Explaining the project idea. 	<ul style="list-style-type: none"> Mind map Competence profile 	Defining evaluation rubric based on competence profile
Planning	<ul style="list-style-type: none"> Breaking down the project into macro-activities and assigning them to students: “who does what and in what times”. Estimation of the execution time for all the tasks. 	Schedule of the tasks and activities	
Execution	<ul style="list-style-type: none"> Developing the project. 	Artefact/Deliverable/Product/Service	Peer- and self-evaluation through the rubric previously prepared.
Evaluation	<ul style="list-style-type: none"> Present project results and process documents 	PowerPoint presentation, video, blog, event	Final peer evaluation, teacher feedback and final consideration and review of the evaluation rubric.

3.1.1 Examples of PBL in Mathematics

There is a wide variety of the type of project that teachers use in math class projects. Some teachers present a scenario for the project and have students take the role of a person in the workplace.

STATISTICAL REPORT OF A STATE DESIGN OF A SHOPPING MALL In a middle school mathematics class, students work together preparing a statistical report on the state, choosing a topic such as education.

The end product can be a presentation with graphs and written descriptions of significant findings. Consider collaborating with a language arts or social studies teacher for this project. In a high school geometry class, students work as architects and design a shopping mall. Students research the design of malls and the feasible sizes for various types of stores. The end product can be a brochure, poster, or webpage presenting the design to a panel of adults or students serving as a city planning board.

ROLE OF A HISTORIAN In a high school algebra or trigonometry class, students take the role of the historian by researching the life of a mathematician of the past. Students present an important contribution of the person in addition to his or her life story. The end product can be a PowerPoint presentation about the mathematician presented to interested students or adults.

MULTIPLE PROOFS OF THE PYTHAGOREAN THEOREM In an advanced high school mathematics class, students research various proofs of the Pythagorean Theorem. The end product can be a webpage showing the proofs or an oral presentation of one of the proofs.

3.1.1 Check-List for PBL Project Design

To check if your project design contains the essential elements, you can use the following checklist:

DOES THE PROJECT MEET THESE CRITERIA?

KEY KNOWLEDGE, UNDERSTANDING, AND SUCCESS SKILLS

The project is focused on teaching students key knowledge and understanding derived from standards, and success skills including critical thinking/problem solving, collaboration, and self-management.

CHALLENGING PROBLEM OR QUESTION

The project is based on a meaningful problem to solve or a question to answer, at the appropriate level of challenge for students, which is operationalized by an open-ended, engaging driving question.

SUSTAINED INQUIRY

The project involves an active, in-depth process over time, in which students generate questions, find and use resources, ask further questions, and develop their own answers.

AUTHENTICITY

The project has a real-world context, uses real-world processes, tools, and quality standards,

makes a real impact, and/or is connected to students' own concerns, interests, and identities.

STUDENT VOICE & CHOICE

The project allows students to make some choices about the products they create, how they work, and how they use their time, guided by the teacher and depending on their age and PBL experience.

REFLECTION

The project provides opportunities for students to reflect on what and how they are learning, and on the project's design and implementation.

CRITIQUE & REVISION

The project includes processes for students to give and receive feedback on their work, in order to revise their ideas and products or conduct further inquiry.

PUBLIC PRODUCT

The project requires students to demonstrate what they learn by creating a product that is presented or offered to people beyond the classroom.

SECOND STEP - teachers should construct the project design rubric in order to be able to assess their students involved in the project work.

Table 4 Example of a project design rubric (Source: Buck Institute for Education – 2019 from PBLWorks.org)

	Lacks Features of Effective PBL <i>The project has one or more of the following problems in each area:</i>	Needs Further Development <i>The project includes some features of effective PBL but has some weaknesses:</i>	Includes Features of Effective PBL <i>The project has the following strengths:</i>
Student Learning Goals: Key knowledge, Understanding & Success Skills	<ul style="list-style-type: none"> - Student learning goals are not clear; the project is focused on standards. - The project does not explicitly target, assess, or scaffold the 	<ul style="list-style-type: none"> - The project is not focused standards-derived knowledge and understanding, but it may target too few, too many, or less important goals. 	<ul style="list-style-type: none"> - The project is focused on teaching students specific and important knowledge, understanding, and skills derived from standards and central to academic subject areas.

	development of success skills.	- Success Skills are targeted, but there may be too many to be adequately taught and assessed.	- Success skills are explicitly targeted to be taught and assessed, such as critical thinking, collaboration, creativity, and project management.
Essential Project Design Element:			
Challenging Problem or Question	<ul style="list-style-type: none"> - The project is not focused on a central problem or question (it may be more like a unit with several tasks); or the problem or question is too easily solved or answered to justify a project. - The central problem or question is not framed by a driving question for the project, or it is seriously flawed, for example: <ul style="list-style-type: none"> (i) it has a single or simple answer. (ii) it is not engaging to students (it sounds too complex or "academic like it came from a textbook or appeals only to a teacher). 	<ul style="list-style-type: none"> - The project is focused on a central problem or question, but the level of challenge might be inappropriate for the intended students. - The driving question relates to the project but does not capture its central problem or question (it may be more like a theme). - The driving question meets some of the criteria (in the included Features column) for an effective driving question, but lacks others. 	<ul style="list-style-type: none"> - The project is focused on a central problem or question, at the appropriate level of challenge. - The project is framed by a driving question, which is: <ul style="list-style-type: none"> (i) open-ended; there is more than one possible answer understandable and inspiring to students. (ii) aligned with learning goals; to answer it, students will need to gain the intended knowledge understanding, and skills.
Sustained Inquiry	<ul style="list-style-type: none"> - The "project" is more like an activity or "hands-on" task, rather than an extended process of inquiry. - There is no process for students to generate questions to guide inquiry. 	<ul style="list-style-type: none"> - Inquiry is limited (it may be brief and only occur once or twice in the project; information-gathering is the main task; deeper questions are not asked). - Students generate questions, but while some might be addressed, they are not used to guide inquiry and do not affect the path of the project. 	<ul style="list-style-type: none"> - Inquiry is sustained over time and academically rigorous (students pose questions, gather & interpret data, develop and evaluate solutions or build evidence for answers, and ask further questions). - Inquiry is driven by student-generated questions throughout the project.

THIRD STEP - Collection of the final products realized by the students

At the final stage, you can upload both the PBL scenarios prepared before starting the project work activities (Annex 1 - Project Based Learning Scenario Template) and the final products realized by the students at the end of the activities expected in a folder in Google Drive available here:

https://drive.google.com/drive/folders/14WQspJSa3H_JBj8jh-a4r7vDDBQCM1Pd?usp=sharing

If the final products of the students cannot be uploaded in the shared folder, a picture or a link can be inserted in the PBL scenarios template

The aim is to collect good practices in each partner country on how to design open education resources addressed to define the technical skills for the didactic use and reinforce the assessment and evaluation system in distance learning. This will help the consortium improve the common framework developed to identify teaching and learning approaches that can promote and implement ICT integration in adult education effectively.

3.2 Student project work: recommendations

Create a schedule: Design a timeline for the PBL process. Give students directions for managing their time, set benchmarks and help students set deadlines.

Select activities that support the driving question: Make a plan of activities that help you achieve your learning objectives.

Decide and explain the working process: Teach the students how to work collaboratively and designate roles for group members. Provide resources and guidance throughout the project-based learning process.

Decide the final output and evaluation criteria: Make a decision, ideally together with the students, on the outcome of their project and provide feedback on how well they understand the information and what they need to improve.

Considering that the PBL is student-driven, remember that students can also be involved in the planning and that changes might be required in all stages after you have set your plan. Hence, flexibility is an essential element to keep in mind!

Annex 1 – Project-based learning scenario template

GENERAL INFORMATION	
Title of your project work	
Author	
Project idea: <i>Please, describe your project and explain how it connects with real-life (max 10 sentences)</i>	
Driving Question:	
Subject <i>Which subjects are relevant to this project?</i>	
Number of students <i>How many pupils altogether are going to participate in the project?</i>	
Time frame/duration <i>What is the time frame of this project?</i>	
Learning objectives <i>What are the main objectives of your project? Try to be specific, particularly in terms of competencies and skills you hope your pupils will gain through this project.</i>	
Resources and tools <i>What tools and resources will be required? Choose and list the tool(s) and explain how you will use it in the extended description of the activities below.</i>	
Expected results <i>Indicate here if you are planning a final product or action.</i>	
Key competences <i>List here the key competencies to be taught and assessed.</i>	

PROCEDURE
<p>Activities</p> <ul style="list-style-type: none"> • <i>Provide an overview of the activities that you are planning for this project.</i> • <i>State how you intend to work with students. If you want to create teams of students or collaborate with other schools or classrooms, please provide relevant information.</i> • <i>Describe the procedure of work, the tools you will use, and explain the role of the students and your role.</i>
<p>Monitoring</p> <p><i>Describing the activities to be carried out to monitor the students during the project execution (e.g. observing the students' work in class including social dimension, using logbook or similar document where you can also register your follow up activities based on your observation and spontaneous feedback from your students, etc.)</i></p>
<p>Assessment</p> <p><i>Explain how you intend to assess your students during this project. How would you know if the learning objectives have been achieved?</i></p>