Boosting Classes 2.0 for high-quality teaching in adult education

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NATIONAL PILOTING REPORT

Country ITALY

EU-Track
CPIA 10 FORMIA

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Contents

1. Target group description

The Italian target group was comprised of 26 people of which 92,31% came from the school system, 3,85% from other educational services and 3,85% from "other sectors". Most participants teach Business Administration and Law (23,08%); 15,38% teach Mathematics or Italian and literature and 11,54% teach Literature and History, Geography or a Foreign language, as shown in the following Figure.

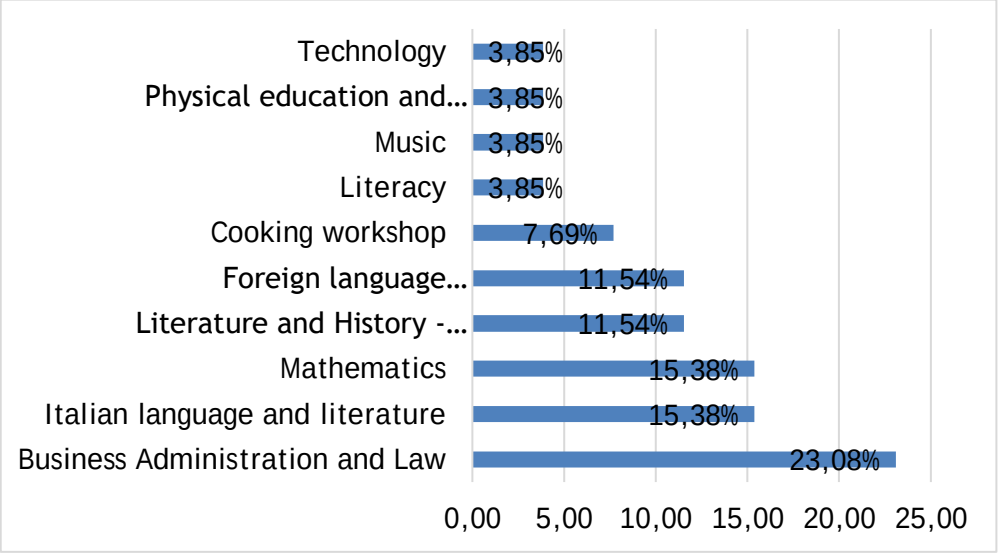


Figure 1. Subjects taught by respondents.

In addition, the sample was comprised of people with few years working in the adult sector: 38,48% between 0-5 years, 26,92% with more than 15 years experience, and 34,62% placed in the middle position, between 6-15 years, as shown in the next Figure.

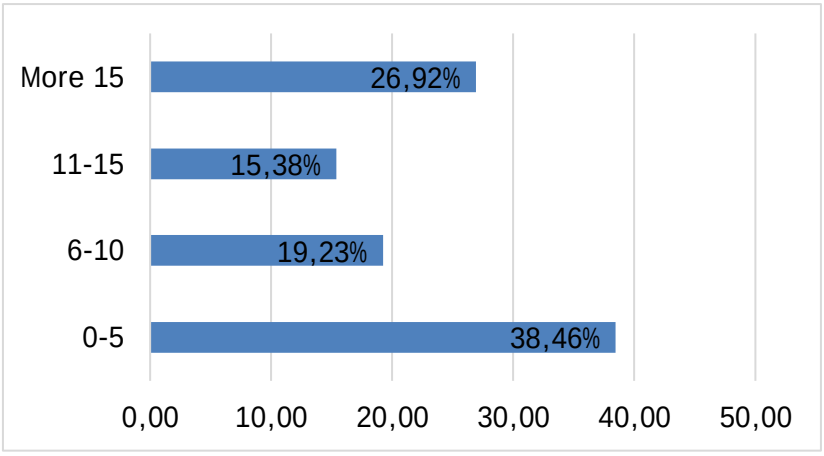


Figure 2. Number of years working in the adult sector.

2. The selection process

The announcement of the BoostClass 2.0 piloting phase was given during the online Multiplier event organised on 21 December 2021, as shown in the agenda of the event attached (*Annex 1 - Poster for the Multiplier event*), published on the Facebook profile and sent to the institutional emails of several schools in adult education.

Each participant compiled the application form (*Annex 2 - Application Form*) designed through Google Forms. The selection criteria were the following:

- Full-time employees for at least one year;
- Have learners with difficulties in language subjects;
- The level of interest or motivation to participate in the piloting phase.

These were verified through self-certification.

Regarding the criteria related to knowledge of English (at least level A2-B1), the project team decided to abandon it because all the training courses, the questionnaires used to collect data and all templates and guidelines were translated into Italian.

The total number of the application forms collected was 45, 61,9% had learners with learning difficulties, mainly in language, and 42,9% had a full-time contract for at least one year.

However, only 26 participants decided to start the online training and carry out the project work with their students.

3. Analysis of the teachers' pre-piloting questionnaire

Before starting the piloting phase, the participants compiled an online questionnaire (*Annex 3 - Questionario Pre-Piloting per gli insegnanti*) to overview their profiles mainly related to their knowledge and expertise in ICT and the use of ICT in the classroom.

Most of them (92,31%) normally use the technology in their classes, compared with 7,69% who do not.

The respondents who use the technology prefer collaborative environments (30,77%), for example, Google Apps, Drive, or the interactive whiteboard (26,92%), followed by tools to organise virtual classes (19,23%) and to produce a collaborative website or blogs or notes (11,54%). Another type of technology used is Youtube to show videos. This has been confirmed by the fact that during COVID19 restrictions, teachers and educators were obliged to arrange their lessons online at a distance.

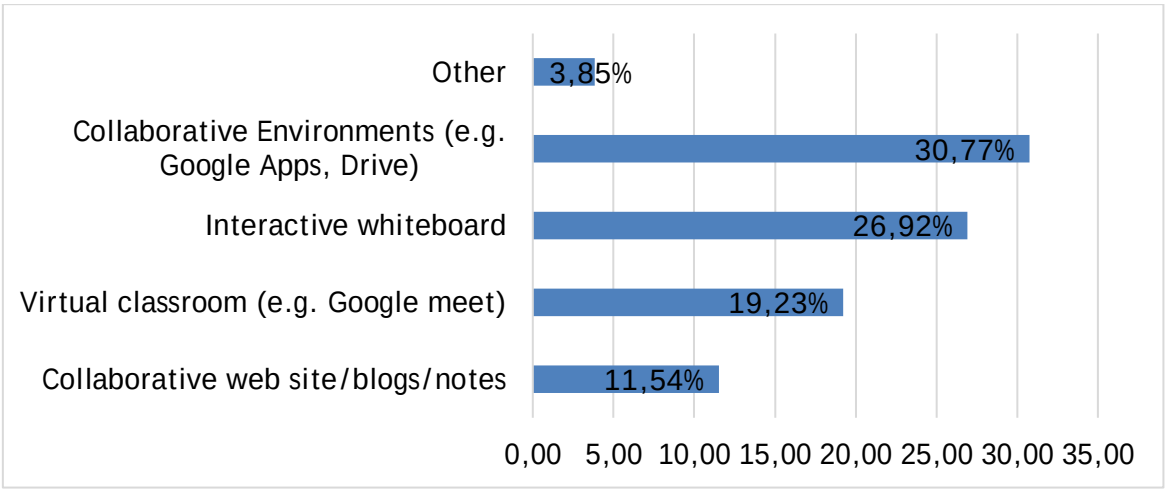


Figure 3.The type of technology usually used in the classroom. (*)
(*) The sample is 24 because two answered "No" in the previous question.

Only one respondent didn't provide an answer. Regarding the modality of assessing and evaluating students' performance in distance learning, most respondents (76,92%) use quizzes and rarely rubrics or games as shown in the Figure below. However, other ways to evaluate the students' knowledge and performance include video interviews, electronic register tests and oral and written examinations such as the resolution of exercises.

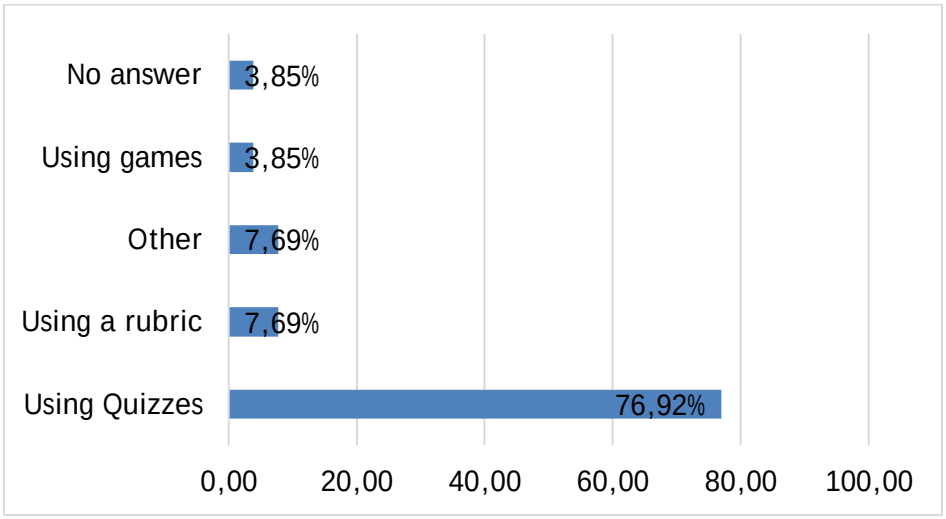


Figure 4.The modality of students' evaluation and assessment at a distance.(*)
(*) The sample is n. 26, but there is one "No answer".

After that, the survey analysed the participants' self-perception of their digital skills by taking into account their digital profiles and their level of competence (Newcomers, Explorers, Integrators, Experts, Leaders and Pioneers) as described in the DigiComp Framework.[1]

As shown in Figure 5, the majority of participants fall into middle positions. 53,85% of the respondents perceive themselves as "Explorer" which corresponds to an A2 level, meaning they started using digital tools without however following a comprehensive or consistent approach. 34,62% perceive themselves as "Integrators" corresponding to a B1 level: they use and experiment with digital tools for various purposes, trying to understand which digital strategies work best in which contexts. Only one person assessed their level of digital competencies as "Newcomer" (A1), which means that they have very little contact with digital tools and need guidance to expand their repertoire, and one person assessed their

1 https://ec.europa.eu/jrc/en/digcomp

level as "Leader" (C1), somebody who relies on a broad repertoire of flexible, comprehensive, and effective digital strategies.

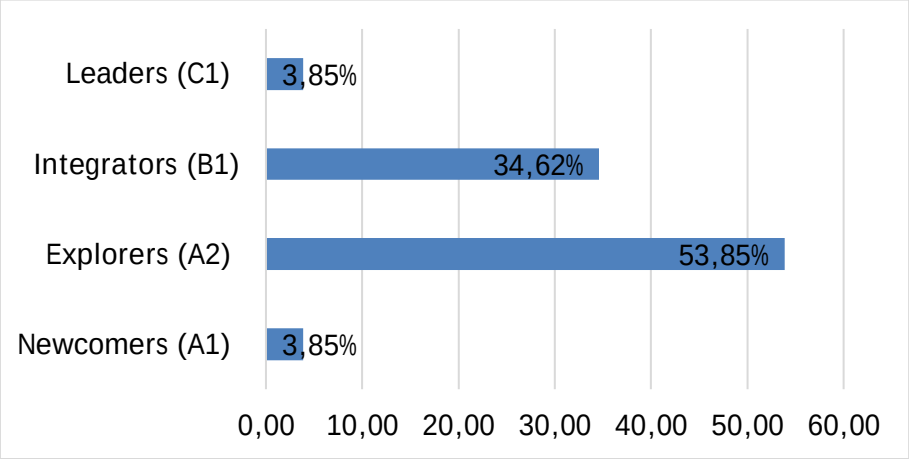


Figure 5. Self-evaluation of current digital competencies. (*)
(*) The sample is 26, but there is one "No answer".

Concerning the teaching methodology used, most of the respondents (65,38%) (Figure 6) don't use project-based learning due to the following reasons:

1. *There was no occasion to do so;*
2. *Because my students have no experience in working in groups because of the lack of adequate ad hoc spaces for carrying out projects (e.g. laboratories).*
3. *No need to do so;*
4. *Difficulties in working in a group because of cultural and age differences;*
5. *No constant attendance by students;*
6. *The discontinuity of attendance characterises the students in my classes and often this has caused gaps in their previous learning experiences. For this reason, many*

students find difficulties in developing a method of deepening methods of autonomous thinking that project-based learning surely requires.

7. *I don't have a thorough knowledge of project-based learning;*
8. *I didn't think the students were ready for this kind of work;*
9. *Students' insufficient language skills.*

The aim of those who use this approach is that of encouraging students' development, letting them experiment in the field to improve their creativity, communication, active involvement, and cultural exchange skills.

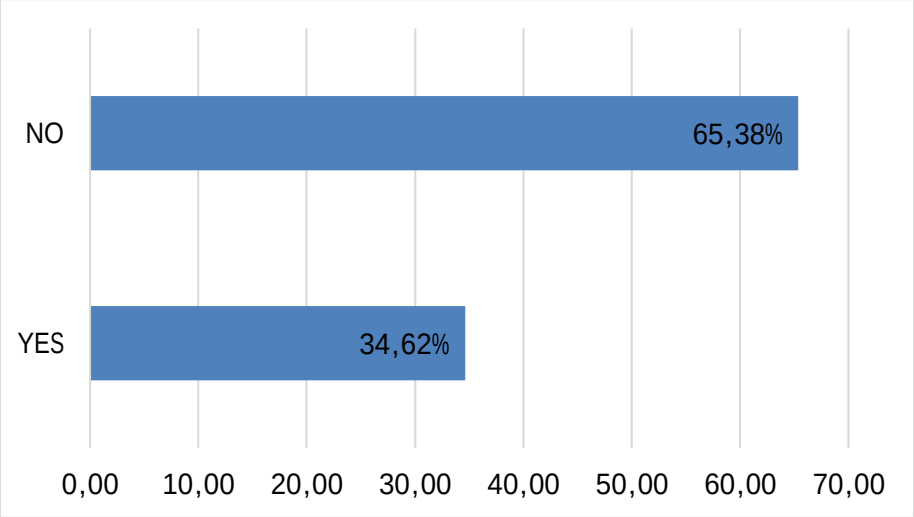


Figure 6. The use of the project-based learning approach in the classroom.

The situation is worse if the method used is episodes of situated learning. In fact, 73,08% (Figure 7) don't use this approach in the classroom due to their insufficient knowledge, difficulties in their application of project-based learning, problems allowing students to study autonomously because of their previous learning gaps, and the discontinuous attendance of students.

On the other hand, 34,62% use this approach to avoid a lesson based only on its contents, stimulating students' curiosity, developing action, discussion, reflection and evaluation, and encouraging the students' active participation in their learning process and cultural exchange.

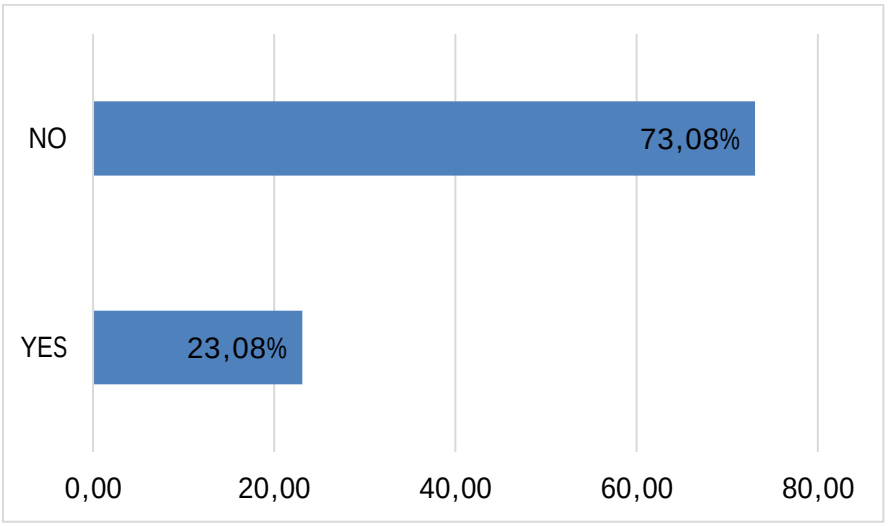


Figure 7. The use of the episodes of situated learning approach in the classroom. (*)
(*) The sample is 26, but there is one "No answer".

Things considered most important regarding the participation in the BoostClass 2.0 training course in professional work are as follows:

1. *Integration of technologies into teaching;*
2. *A better knowledge of oneself, others and diversity;*
3. *Improving digital competencies for innovative learning;*
4. *Increasing students' motivation;*
5. *Valorising the students' potential;*
6. *Learning about teaching methodologies (EAS and project-based learning).*

4. **Analysis of the teachers' post**-piloting questionnaire

The total number of registered participants in the BoostClass 2.0 training course, who completed all the modules available, was 21, compared to the initial 26 (- 5 people). At the end of the training, the participants filled in another online questionnaire (*Annex 4 - Questionario Post-Piloting per gli insegnanti*) and were asked to self-evaluate the digital competencies acquired thanks to the training developed by the project team.

The results show a significant improvement in the digital competencies of all of the participants. The level B1 "Integrators" increased by 27,28% in relation to their initial level before the training. In addition, as shown in the following Figure, 19,05% of the respondents perceive their digital competencies at level B2 "Experts, " meaning they use a range of digital tools confidently, creatively, and critically to enhance their professional activities.

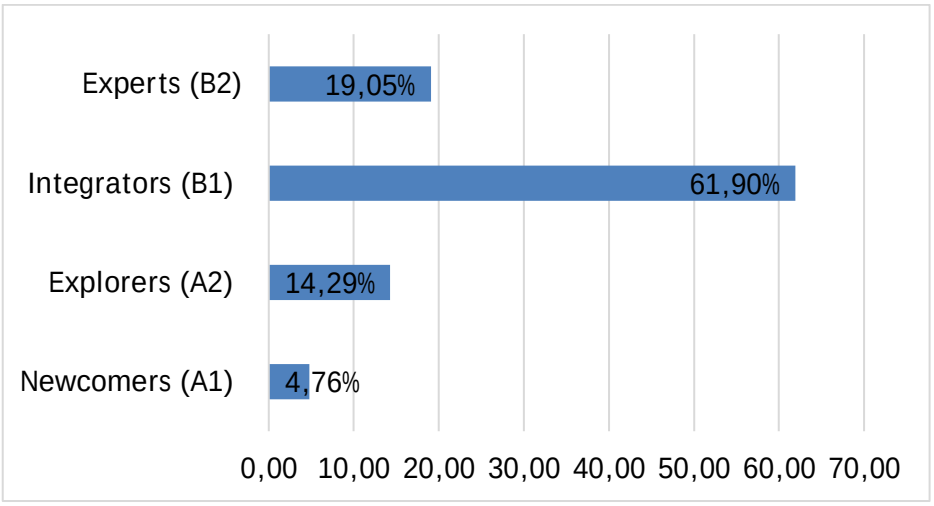


Figure 8. Self-evaluation of current digital competencies after the BoostClass 2.0 training.

In the second section of the questionnaire, the survey collected information about the utility of teaching activities, gained through the knowledge acquired during the training (Figure 9). Most of the participants found this knowledge very useful for their teaching practices. The first, second and fourth modules reached a satisfaction level of more than 80% while the third reached more than 71%. A small percentage 14,29% in the first, second and fourth module opted for a middle position (good) while a slightly higher percentage (23,81%) was reached in the third module.

This data reveals a persisting difficulty in revising current teaching practices based on face-to-face modalities by integrating them with digital tools. Teachers and educators are

still bound to traditional ways of assessing their students' performance, such as tests, interviews, and exercises. In fact, in relation to the first, second, and third module, the fourth, concerning the assessment and evaluation system for distance learning, is a burning issue.

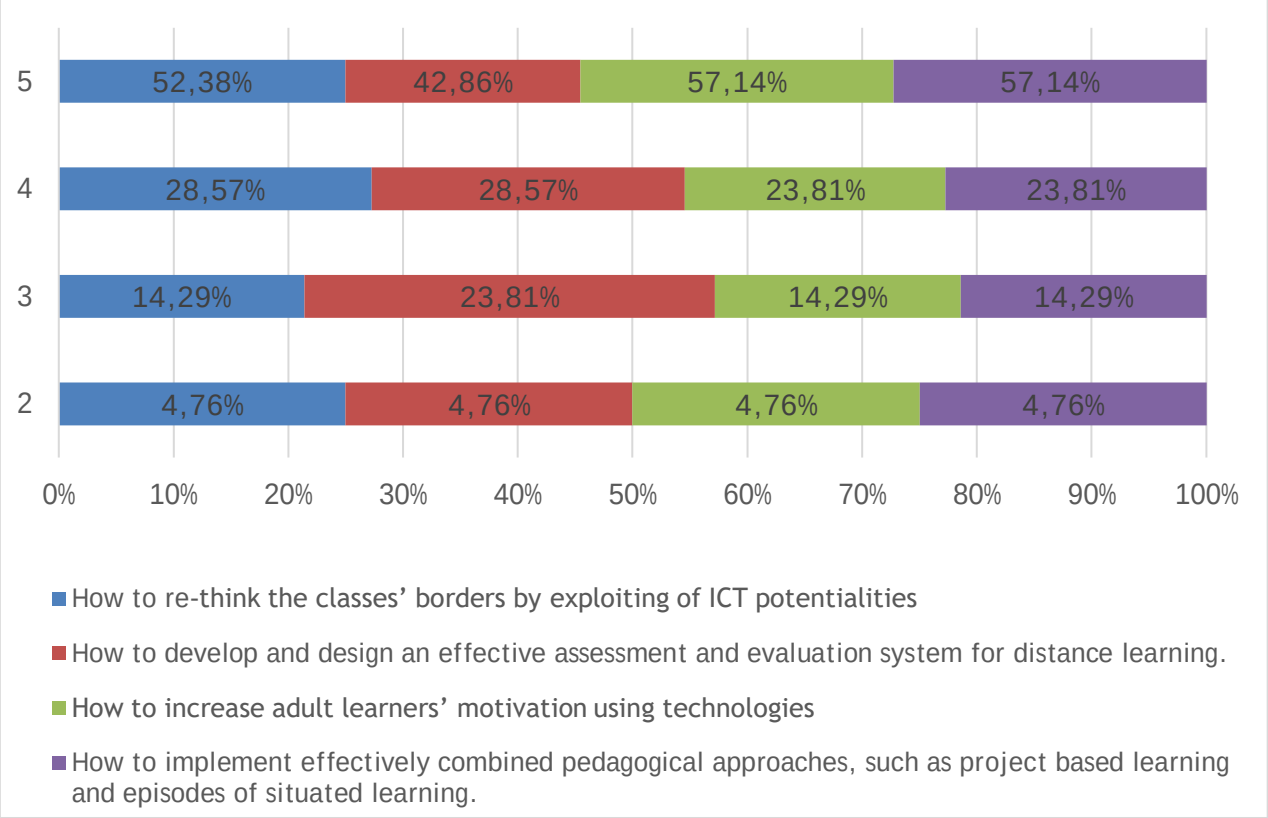


Figure 9. The knowledge fields and skills found helpful for teaching activities by the BoostClass 2.0 participants.

The previous results have been confirmed by the ones described in the following Figure, regarding the utility and functionality of the learning materials and teaching suggestions for everyday practice provided by the BoostClass 2.0 training course. In fact, 85,72% evaluated the learning materials and teaching suggestions positively for their daily teaching practices for the following reasons:

1. *They are helpful for meaningful learning.*
2. *I didn't know about most of these tools.*
3. *Very useful as they offer an excellent alternative for innovative and digital lessons.*
4. *You can experiment in the daily practice of these new methodologies and use the teaching materials and suggestions of the course Boostclass 2.0*
5. *I have learned new techniques and methods.*
6. *They provide a comprehensive overview of the ICT potential.*

7. *They are comprehensive and well explained.*

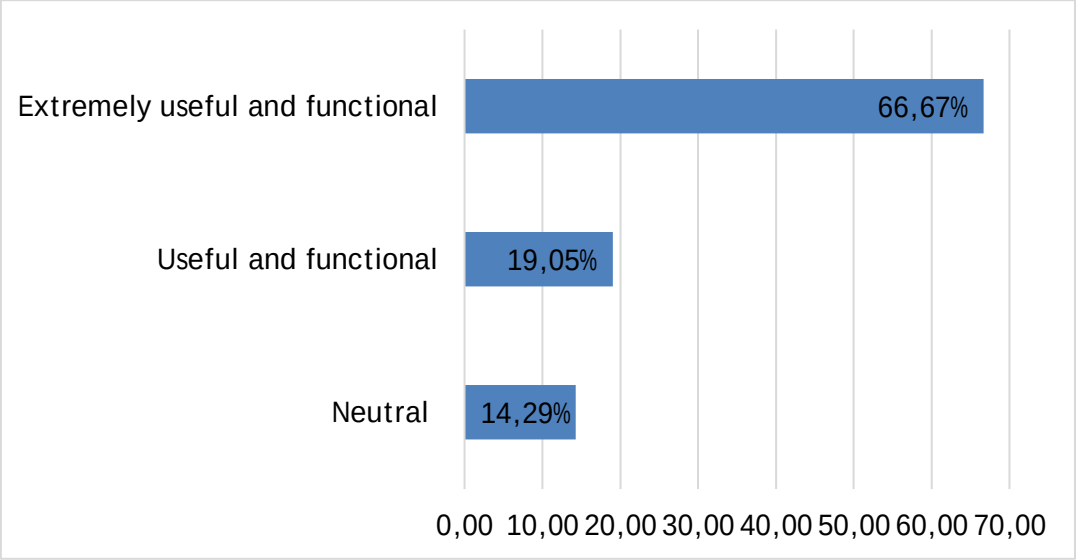


Figure 10. The knowledge fields and skills found useful for teaching activities by the BoostClass 2.0 participants.

However, a small percentage (14,29%) ranked the activities in a neutral position because the respondents would have wanted more detailed information, due to their basic digital competencies, or because they are challenging to implement seeing as some schools still have connection problems.

Also, the BoostClass 2.0 Learning Environment was easy to navigate and use (90.48%):

1. *The modules were explained in a simple way.*
2. *I found the videos which synthesised the topics very useful.*
3. *The slides and videos are very useful, synthetic and precise, practical, well-organised, comprehensive and functional.*
4. *The learning environment was designed and structured in a simple way.*
5. *The experience is useful for stimulating the use of new technologies, even for those with modest skills in this field.*
6. *It offers an interesting and innovative alternative to classical and frontal teaching.*
7. *The intuitive approach is encouraging and facilitates peer collaboration.*

Improvement indicated by participants suggests that the single concepts should not be repeated, instead other explanatory videos would have been more helpful.

Regarding monitoring and evaluation systems with digital technologies, 4,74% don't monitor their students' progress with a digital tool, compared to 57,14% who state that they often

use different digital devices, mainly quizzes and games, to monitor and evaluate their students.

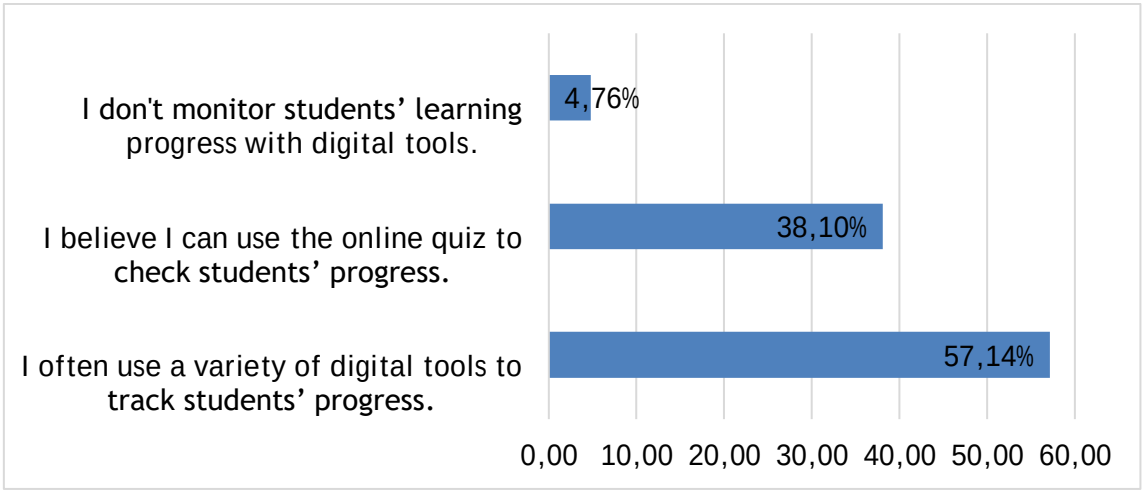


Figure 11. The use of digital assessment tools to monitor and evaluate students' progress.

For the future use of digital tools regarding active student involvement in the classroom, 90,48% of participants will integrate the everyday teaching practices and the technology, such as quizzes, games, and digital tools, to investigate and discuss, using videos and animations. Only 9,52% of the respondents state that it will not be possible to involve students because of the institute/organisation environment.

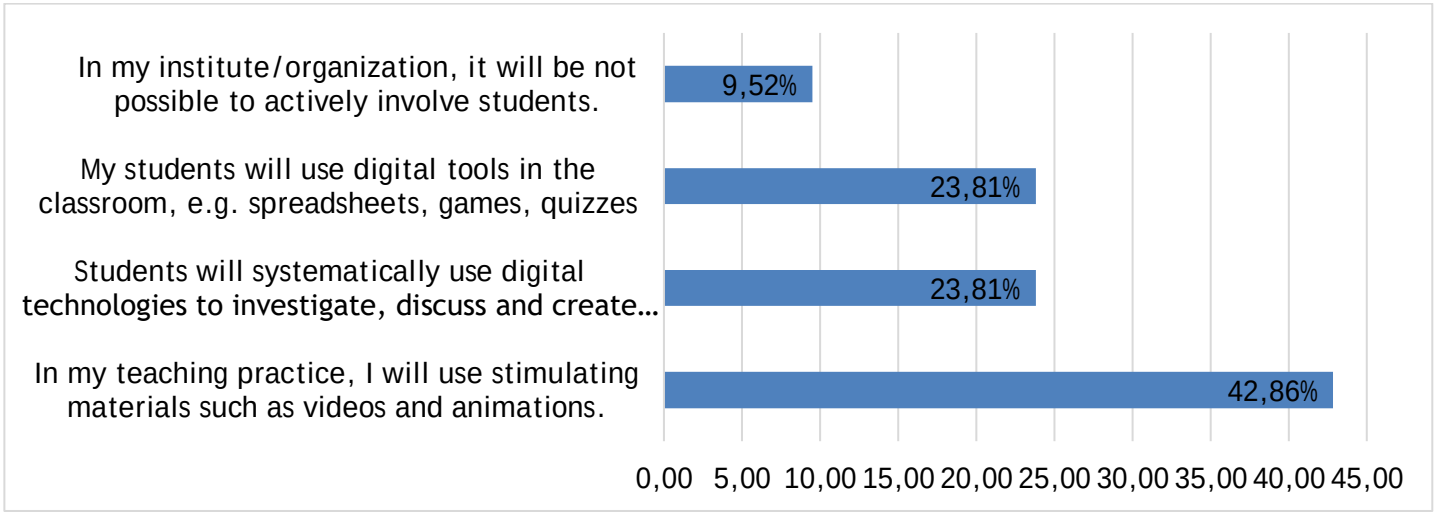


Figure 12. The future use of digital tools allowing students to participate actively in the classroom.

Regarding the assessment of the students' learning, only 14,24% (Figure 13) don't foresee that the digital tools will be used due to the students' low ICT skills or the

institute/organisation setting. However, 52,38% of the respondents will integrate them systematically into their students' learning process.

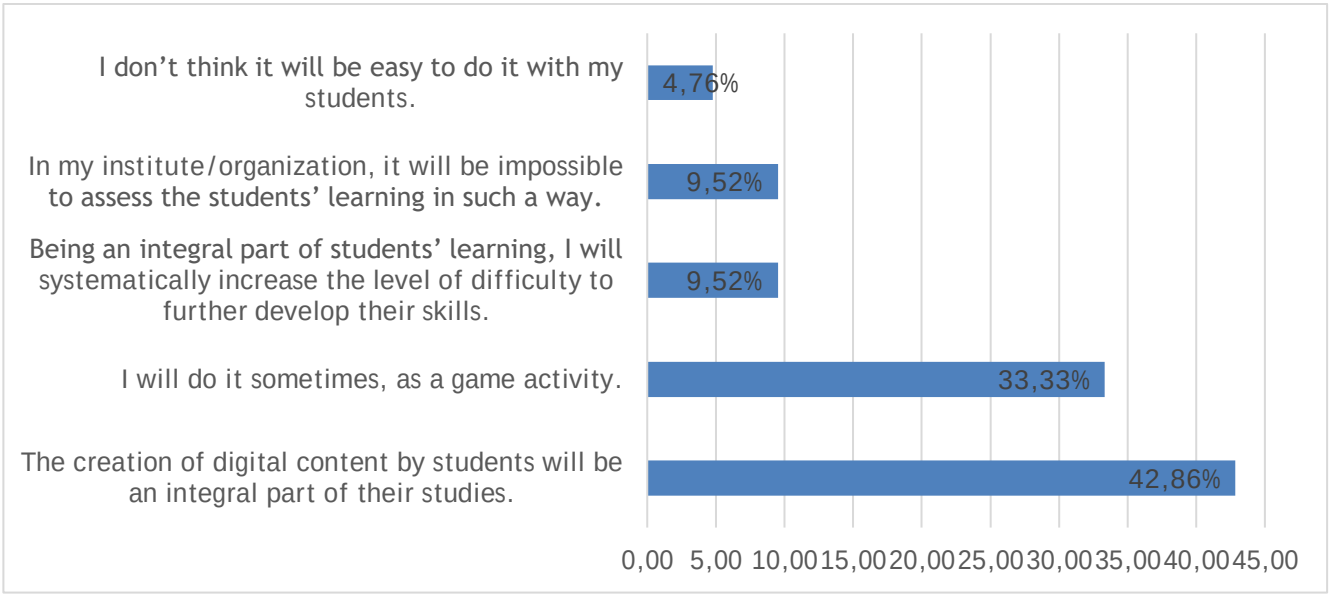


Figure 13. The future use of digital tools to assess the students' learning.

The participants evaluated their general knowledge and competencies on both of the methodologies proposed, project-based learning and episodes of situated learning (Figure 14). As shown, most of the respondents became more familiar with them. Only one person was not convinced, but this isn't relevant in relation to the other data collected.

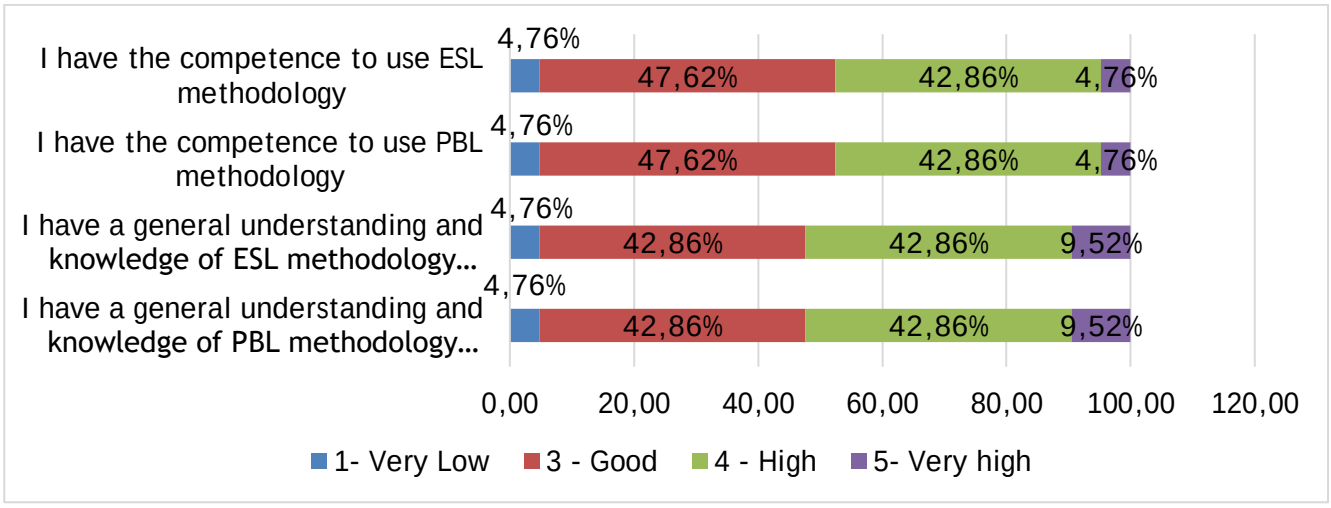


Figure 14. The level of the general knowledge, skills and competencies regarding the learning methodologies proposed.

52,38% think project-based learning is feasible in their classroom, while 42,86% see some possibilities in applying this methodology to their students. However, the "episodes of

situated learning" approach is considered more feasible to be adopted and applied in the classroom with adult students (57,14%).

5. Analysis of the students' evaluation questionnaire

After implementing the piloting phase and realising the project work with the students involved, the Italian project team collected feedback and comments through the compilation of an online questionnaire (*Annex 5 - Questionario per gli student dopo l'attuazione del progetto*). Here below are the results achieved.

5.1 Students profile

The students involved in the classes of the trained teachers were those who had difficulties in the learning process, low skill competencies or backgrounds with school failures, and at risk of social and labour market exclusion.

50% were less than 25 years old, even if the results show that 38,88% of respondents were placed in the 30-49 year-old fields (Figure 15). In addition, our sample was made up of 52,8% females and 47,2% males.

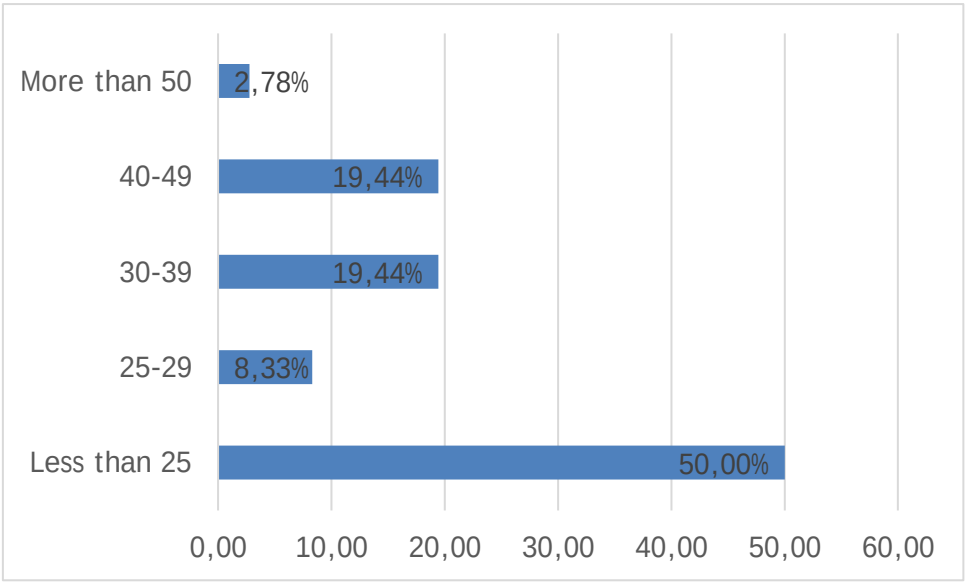
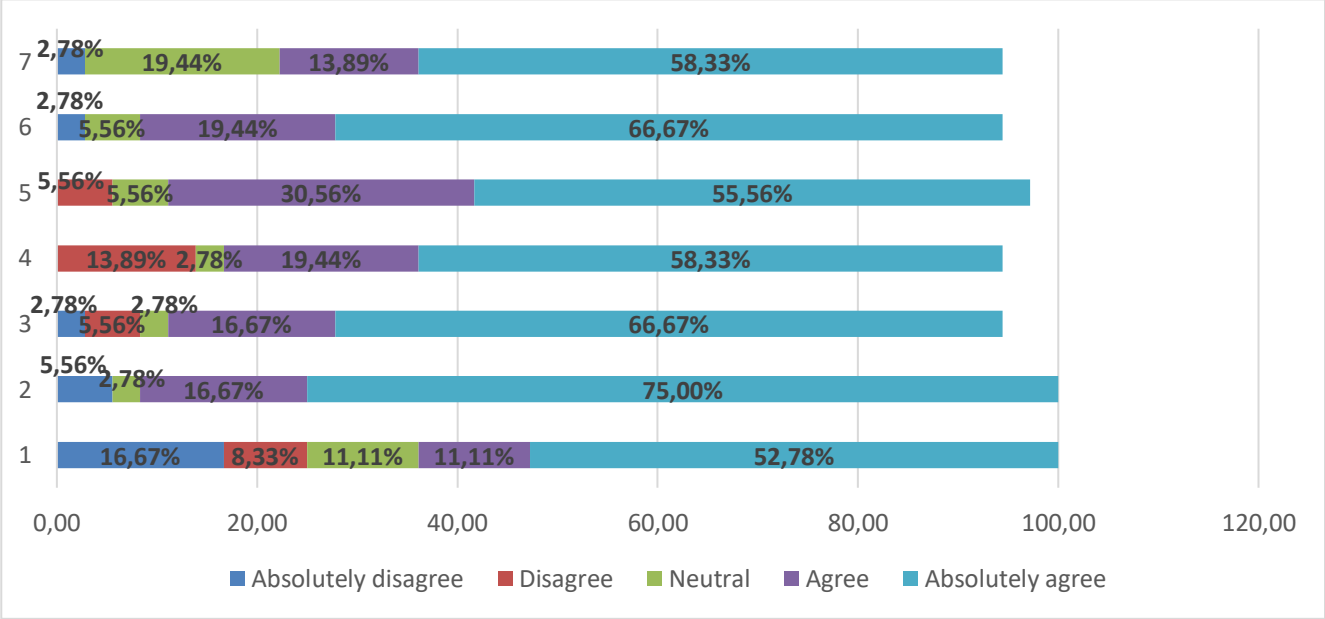


Figure 15. The age profile of the students involved in the project work performed in Italy.

The learning environment (Figure 16) where the learners attended the lessons or training that has at least one interactive whiteboard in the classroom was 63,89%, compared to 16,67% who don't have such digital tools. Most schools have a stable and fast internet connection (91,67%) compared to 8,33% that don't.

Usually, school management supports digital technology integration in the classroom (86,11%).

Not all students have access to networked digital devices at home (13,89%). However, they can use digital technologies in the classroom (72,22%), including different devices, such as laptops, tablets, and smartphones (91,67%).



1 - There is an interactive whiteboard in every classroom.

2 - In the classroom, the students can use different digital devices (laptops, tablets, and smartphones).

3 - The school's internet connection is stable and fast.

4 - The students have access to networked digital devices at home.

5 - School management supports digital technology integration in the classroom.

6 - The subject studied promotes and supports using digital technologies in the classroom.

7 - Many of my fellow students use digital technologies in the classroom.

Figure 16. The features of the learning environment where the students attend the training/course/lessons.

5.2 Students' project work implementation

The project works were managed in groups (94,40%), only two participants preferred to work individually.

For both working modalities (in groups or individually), the experience was considered interesting and motivating, mainly in performing research.

The outcome of the work delivered to their teachers was mostly a video (75%) and Powerpoint presentation (19,4%).

Regarding the evaluation system to be used at the end of the activity, 78,1% contributed to constructing the evaluation criteria for the outcome with their teachers.

With an average of 87,5% of the students, the motivation and the experience were very positive and involving (Figure 17).

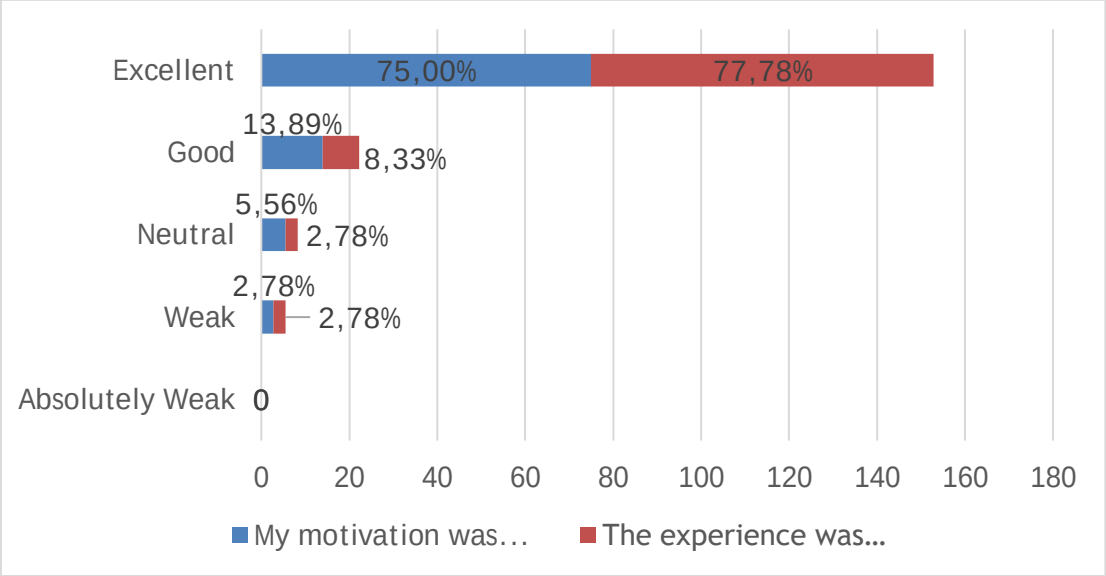
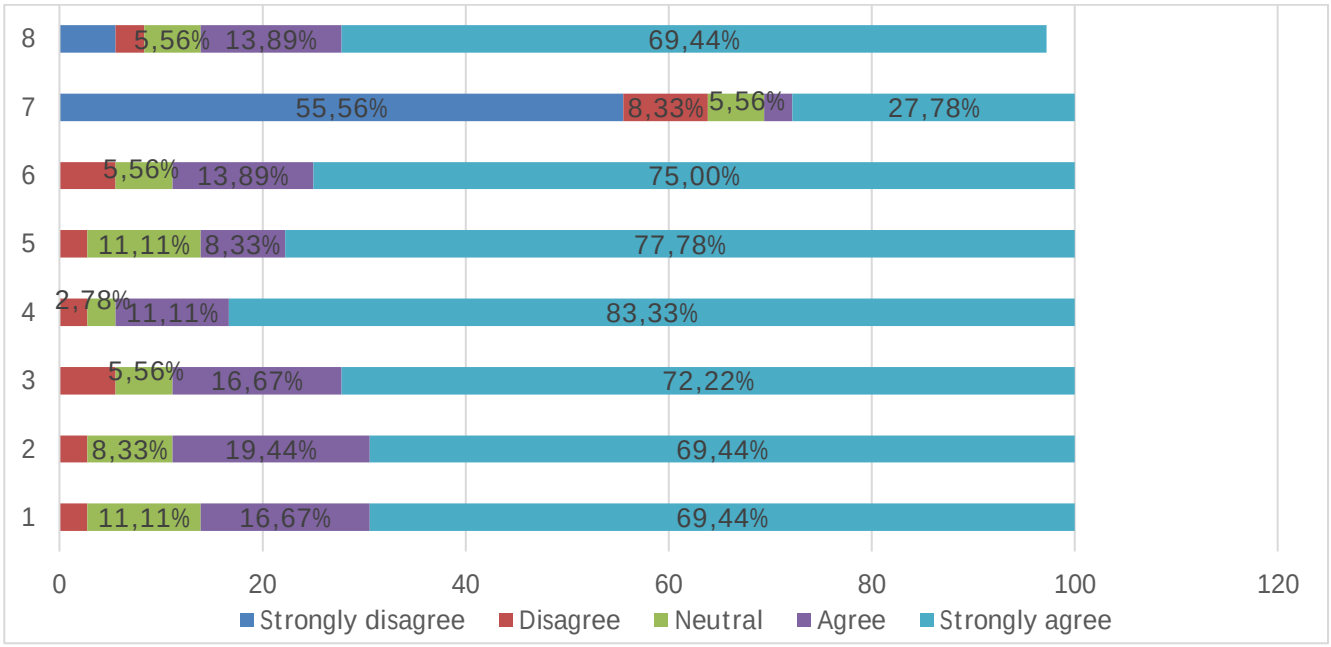


Figure 17. The evaluation of the students' motivation (1 Blank Answer) and experience (2 Blank Answers).

As shown in the Figure below, after the project work, the students stated that the learning contents were more precise (86,11%), more concrete and practical than before (88,89%), and more accessible and involving (94,44%). The methods allowed the learners to use their creativity and originality (86,11%). Therefore, they are considered a good motivation to study and learn new concepts (88,89%), and technology can help increase the interest in the topics studied. However, only 63,89% found these methods comfortable due to the necessity to have time to realize the outcomes.



1 - The learning contents delivered by the teachers have been more evident to me.

2 - The learning contents seem to be more concrete and practical than before

3 - The way to approach the topics to be studied makes the subject more accessible

4 - The way we approach the topics to be studied makes the subject more fun.

5 - The method used helped me use my creativity and be original.

6 - The method could be a good incentive to study and learn new concepts.

7 - I don't feel comfortable using this method.

8 - Using technology in the studies has increased my interest.

Figure 18. The evaluation of the learning experience during the project work realisation.

6. Description of the project work realisation

6.1 Health Services in Italy

GENERAL INFORMATION	
Title of your project work	HEALTH SERVICES IN ITALY
Author	CPIA 10 - Offices in Terracina and Fondi Teachers: Ivana Tibaldi, Alessandra Parisella, MarinaCargnelutti, Maria Assunta Cardillo, Maria Concetta Ciccone, Antonio Fedele, Francesco Giovanni Cofano, Antonio Zecca, Federica Dirusso, Isidoro Conca, Mara Carnevale
Project idea: *Please describe your project and explain how it relates to real-life (maximum 10 sentences)*	The project concerns the functioning of the Italian national health service, so it relates to real life as it makes students aware of their actions in the context of its public use, with particular use, with particular attention to the Italian health organisation.
Driving Question:	What is the difference between the hospital, first aid, general practitioner, clinic, and private doctor?
Subjects *Which subjects are relevant to this project?*	Sciences, Civic Education, Italian L2
Number of students *How many pupils in total will participate in the project?*	30
Time period/duration *What is the time frame of this project?*	6 Hours
Educational objectives *What are the main objectives of your project? Try to be specific, particularly in terms of the skills and abilities you hope your students will acquire through this project.*	The main objective is to make students aware and autonomous in performing actions in the healthcare sector that may arise daily. Through this project, students should acquire communicative and pragmatic skills useful in day-to-day life and skills related to understanding and using health documents such as referrals and reports.
Resources and tools *What tools and resources will be needed? Choose and list the tools and resources and explain how you will use them in the extended task description.*	The resources and online tools provided, such as videos and photos of authentic materials, will be useful to comprehend and understand the context and use of the language.

Expected results *Indicate here whether you are planning a final product or action.*	Being able to interact in the contexts of the use of the healthcare sector, booking a visit, talking to doctors or purchasing medicines.
Key competences *List here the key competencies to be taught and assessed.*	To know and use health sector documents, to know the various types of health services in Italy, and to know how to interact in specific contexts.

PROCEDURE

Activities

- *Provide an overview of the activities you are planning for this project.*
- *Indicate how you intend to work with the students. Please provide the relevant information if you wish to create student teams or collaborate with other schools or classes.*
- *Describe the work procedure, the tools you will use and explain both the role of the students and your role.*

After an initial phase of brainstorming, we will proceed with tests for activating lexical and pragmatic knowledge. Subsequently, an understanding of the oral text will be proposed, favouring interaction and cooperative learning. Finally, both written and then oral production will be proposed.

Students will work both individually as a class working in smaller groups.

Students play the central role in learning, while the teacher only manages their communication exchange, facilitating the communication flow.

Monitoring

Describe the activities to be carried out to monitor students during the execution of the project (e.g. observing students' work in the classroom, including the social dimension, using a logbook or similar document where you can also record follow-up activities based on your own observations and spontaneous feedback from your students, etc.)

The teacher monitors the students' work through observation in the classroom.

Assessment

Explain how you intend to evaluate your students during this project. How will you know if the educational objectives have been met?

The assessment is focused on the pragmatic and social dimensions of the students.

6.2 Food and Society: the success of Gourmet pubs

GENERAL INFORMATION	
Title of your project work	FOOD AND SOCIETY: THE SUCCESS OF GOURMET PUBS
Author	Di Pirro Francesca, Fargiorgio Silvia, Maura Monica, Vittorelli Giovanna
Project idea: *Please describe your project and explain how it relates to real-life (maximum 10 sentences)*	The *Professional Institute for Food and Wine Services and Hotel Hospitality Celletti* in Formia, in particular, Class III P of the IDA course, wants to organise a themed evening: "PUB EVENING". The purpose of this event is to highlight the strong combination between Food and Society, which strengthens both hospitality and well-being. Students and teachers participate in the event, the average age of 17/64 years.
Driving Question:	How do your personal and community cultures influence how you interact with food?
Subjects *Which subjects are relevant to this project?*	Administrative Law and Theory, French, Italian, English, Laboratory for Food and Wine Services Cooking sector, food science.
Number of students *How many pupils in total will participate in the project?*	All members of class III P
Period/duration *What is the time frame of this project?*	November/march
Students' final product link (video)	https://youtu.be/9t9IRW8DN1I

Educational objectives *What are the main objectives of your project? Try to be specific, particularly in terms of the skills and abilities you hope your students will acquire through this project.*	Skills: - Allow the students to apply the knowledge learned in the courses to create a themed evening. - Know how to organise a themed event, autonomously choosing the steps to be carried out to create an original final product. - Establish links and comparisons between the disciplines involved. - Process foreign language texts from information collected to create a GOURMET product. - Create a designed recipe in a foreign language. - Create an article or other technical document on healthy food and local products in a foreign language. - Learn how to recognise the cultural value of food and the relationship between gastronomy and society. - Promote the features of Regional, National and International cuisine. - Act within the quality system relating to the supply chain of interest. - Enhance and promote local, National and International traditions by identifying new supply chain trends. - Perform elementary calculation operations and calculate the distance between two points. - Know how to use IT tools for the realisation of multimedia materials. - Use basic procedures for preparing products/services/menus in the macro areas of activity that distinguish the supply chain, consistent with the context and needs of customers, in structured contexts. - Use management techniques to support the sales processes of products and services in compliance with quality parameters. - Identify geographically and historically different types of society and diets. - Know how to use writing skills for the product of a GOURMET recipe and oral skills for a correct explanation of the procedure implemented. - Know the aspects of English culture and society. - Know the evolution of pubs and the diffusion of fish and chips. ABILITIES: - Know how to reconstruct the evolution of society over time. - Distinguish the characteristics of the market. - Identify market dynamics. - Find sources autonomously. - Interpret the results obtained.

	- Identify the stages of catering. - Apply the rules of resolution correctly. - Process calculation also uses software tools. - Identify the cultural components of gastronomy. - Identify the contribution of foods in various cuisines. - Presentation and communication techniques. - Forms of commercial communication and advertising. - Identify the territory's agricultural food products to enhance the "made in Italy" brand. - Consciously buying food products is also based on territorial, commercial and environmental considerations. - Know how to express oneself orally in a foreign language in an understandable way by interacting in simple communicative situations. - Select and collect information from genuine sources of various nature: videos, websites and paper documents. - Use IT tools for the creation of multimedia materials. - Process written texts and oral productions. - Express personal preferences. - Identify information from simple written and oral texts on the topics studied.
Resources and tools *What tools and resources will be needed? Choose and list the tools and resources and explain how you will use them in the extended task description.*	Cooking and dining area Labs Classroom Multimedia workshop Interactive whiteboard Textbooks Links to corporate and institutional sites Diagrams and maps
Expected results *Indicate here whether you are planning a final product or action.*	Creation of a power-point to present to participants for the valorisation and promotion of the event. Creation of finger food dishes, typical of this restaurant type.
Key competences *List here the key competencies to be taught and assessed.*	- Learning how to learn - Planning - Communication - Collaboration and participation - Acting in an autonomous and responsible way - Problem-solving - Identifying links and relations - Acquiring and interpreting information - Social and civic skills - Cultural awareness and expression
Procedure	

Activities

- *Provide an overview of the activities you are planning for this project.*
- *Indicate how you intend to work with the students. Please provide the relevant information if you wish to create student teams or collaborate with other schools or classes.*
- *Describe the work procedure, the tools you will use and explain both the role of the students and your role*

The sharing meaning: brainstorming to introduce the topic.

Indications on the work to be performed: introduction to students, organisation of the work, distribution of tasks, the definition of periods, the subdivision of students into groups, filling in the entry self-assessment questionnaire.

Training phase: collection and processing of information. Useful material is found through laboratory research and the analysis of authentic documents.

Production phase: producing notes, maps, and various documents to develop a final product. Laboratory activities for the preparation of the dishes chosen for the event. Selection of the information and design of the project.

Reflection phase: the progress of each student is shared with the class. Compilation of the post-assessment questionnaire. Monitoring of the model and the solutions obtained. Final individual and Group report of the materials produced with practical activity and oral interaction.

Self-assessment phase: compilation of self-assessment forms with subsequent discussion and comparison of the input and output test data.

The work with the students was carried out by diving the students into small collaborative groups.

On the day of the event, the class worked with the parallel classes in the dining area for the realisation of the event itself.

The working procedure was laboratory teaching, and the above-described elements were used, the role of the students was active and allowed them to develop their autonomy, sense of responsibility, organisational skills and creativity.

The role of the teachers was that of mediators and facilitators.

Monitoring

Describe the activities to be carried out to monitor students during the execution of the project (e.g. observing students' work in the classroom, including the social dimension, using a logbook or similar document where you can also record follow-up activities based on your own observations and spontaneous feedback from your students, etc.)

To monitor the students during the execution of the project. We used several grids like the incoming self-assessment questionnaire and group activity diary.

Use of disciplinary observation forms for monitoring the activities carried out:

- Planning and time scheduling of activities
- Observation forms for the group work carried out
- Evaluation forms for general and specific competencies

Assessment

Explain how you intend to evaluate your students during this project. How will you know if the educational objectives have been met?

Evaluation of the process

- Student Self-Assessment – Students are given an incoming questionnaire to assess expectations and a post-activity questionnaire to assess the satisfaction achieved.
- **Teacher's assessment:**
  - Organisation and functioning of group work;
  - Ability to ask questions relevant to the subject covered.

Evaluation of the product

- Product functionality and response to delivery and purpose;
- Completeness and relevance of the documentation relating to the product.

Disciplinary and/or interdisciplinary evaluation

- The assessment of the students will take place at the end of the UDA, taking into account the degree of responsibility and autonomy shown. The skills provided by the UDA will be certifies using the evaluation column. Students will also be assessed in the individual disciplines involved.

7. Feedback and suggestions from the target groups

According to the teachers/educators, the proposed methodology alternates moments of individual work with cooperative learning and group work, by favouring the inclusion and moments of reflection on the practical use of language. The interactive activities encourage students' motivation. However, sometimes low technological support or the internet connection could slow down the development times of the works produced by the students. The learners need the help of their teachers, mainly for their low digital skills, and they are not always comfortable working together because better students tend to monopolise the work, or they seek refuge in the group by delegating their duties to other peers. In addition, shyer students could be insecure.

However, the interdisciplinarity of the training path realised uses more engaging and motivating methodologies and teaching strategies for students, that require, on their part, greater participation in the construction of stable and lasting learning processes.

The promotion of the development of complex thinking aimed at interdisciplinary links and resolving problematic situations with the aim of factual collaboration among peers.

The encouragement of collaboration and shared planning between the learners, as well as between teachers, which therefore determines a holistic vision of the students' educational project.

Once designed, it can be re-used or re-adapted for other educational contexts, factive and productive inclusion of students with special needs. In brief, the following aspects were revealed as strong points: socialisation, interaction, personal satisfaction, active participation of everyone involved, creativity, desire to learn, mutual enrichment, belief in what one does, commitment, punctuality, and organisation.

From the students' point of view, they thoroughly enjoyed the use of digital resources, mainly producing the videos, working in groups, and searching for new information, even if a few students found it difficult to make decisions on the work and to speak in front of the class, presenting the final work realised.

ANNEX 1 – POSTER FOR THE MULTIPLIER EVENT

ANNEX 2 – Application Form

Application Form

Please, compile the following application form to participate in the course "Boosting Class 2.0 for high-quality teaching in adult education" realized in the framework of the Erasmus+ BoostClass 2.0 Project

Ref. 2020-1-IT02-KA204-079329

DATA PROTECTION AND PROCESSING:
The data collected through this submission form will be used strictly in line with the objectives of the BoostClass 2.0 project. Personal data (first name, last name, email address) collected via this submission form will be used by BoostClass 2.0 Partnership only the training purpose and processed in compliance with the EU Regulation 2016/679 "General Data Protection Regulation" and with the current national laws concerning the personal data protection. The interested party may exercise the rights referred to in art. 13 GDPR 679/16.

The data collected through this submission form will be used strictly in line with the objectives defined above. Such processing is based on your consent to these terms and conditions, which is recorded by marking the yes box the last question of the form. Should you wish to exercise your right to correction, erasure, restriction or portability of your data or just wish to know what personal data we hold on you, please contact us.

Your personal data will not be shared outside of BoostClass 2.0 Partnership and it will be deleted 1 year after the end of the project or if you have not given or revoke your agreement to be included in the database. Except where this is indicated in the terms of Google Privacy Policy, your information is not intended to be transferred to destinations outside of the EU/EEA (European Economic Area), although it may be accessible to parties outside the EU/EEA via online media and websites. However, an exception might also be where you are located outside the EU/ EEA and we need to follow-up with you regarding your submission.

In addition to the above, the form may be subject to the terms and conditions in Google Privacy Policy, which may be consulted at https://policies.google.com/privacy?hl=en.

*Campo obbligatorio

1. Name and Surname *

2. Country *

3. Name of your school/institution/organisation

4. Email: *

5. What requirements do you have?

Seleziona tutte le voci applicabili.

- [ ] Full time employers for at least one year.
- [ ] Have learners with difficulties also in language subjects
- [ ] Have a high interest or motivation to participate in the piloting phase

6. I agree to the Terms and Conditions, including the data processing as stated in the beginning of this form.

Contrassegna solo un ovale.

- ( ) Yes, I agree
- ( ) No, I don't agree

Thank you! The replies are automatically saved; therefore, no confirmation of receipt will be sent by e-mail. However, the credentials to access the platform will be sent as soon as possble by the National Training Team.

ANNEX 3 – QUESTIONARIO PRE-PILOTING PER GLI INSEGNANTI

Questionario Online Pre-piloting

Gentile partecipante,

Vi chiediamo cortesemente di compilare il seguente questionario, preparato per la raccolta dei dati prima di iniziare la vostra formazione "Boostclass 2.0 per un insegnamento di alta qualità nell'educazione degli adulti" all'interno della piattaforma sviluppata.
La compilazione richiederà solo pochi minuti e ci auguriamo che possiate aiutare il team di progetto a migliorare i risultati ottenuti e il loro impatto.
Vi ringraziamo in anticipo per la vostra collaborazione.

Team di progetto Boostclass 2.0

1. Paese (dove vivi attualmente)

Contrassegna solo un ovale.

- ◯ Bulgaria
- ◯ Romania
- ◯ Spagna
- ◯ Altro
- ◯ Italia

2. In quale dei seguenti settori lavora?

Specificare il settore principale (un'unica opzione)

Contrassegna solo un ovale.

- ◯ Servizi educativi
- ◯ Servizi socio-educativi
- ◯ Sistema scolastico
- ◯ Servizi di formazione professionale
- ◯ Servizi per l'impiego
- ◯ Organizzazione dei cittadini legata alle iniziative educative
- ◯ Associazioni di volontariato e culturali
- ◯ Altro

3. Materie insegnate

4. Da quanti anni lavora come insegnante/educatore nel settore degli adulti?

Contrassegna solo un ovale.

- 0-5
- 6-10
- 11-15
- +15

5. Usa la tecnologia in classe?

Contrassegna solo un ovale.

- Si
- No

6. In caso affermativo, quali tecnologie utilizza?

Contrassegna solo un ovale.

- Ambienti collaborativi (ad es. Google Apps, Drive)
- Sito web collaborativo/blog/note
- Lavagna interattiva
- Aula virtuale (ad es. Google meet)
- Altro

7. Se "altro", specificare:

8. Come valuta le prestazioni dei suoi studenti a distanza?

Contrassegna solo un ovale.

- ◯ Utilizzo di quiz
- ◯ Utilizzo di game
- ◯ Utilizzo di una rubrica
- ◯ Altro

9. Se "altro", specificare:

10. Si sente a proprio agio ad usare le tecnologie in classe per migliorare la motivazione degli studenti?

Contrassegna solo un ovale.

- ◯ Si
- ◯ No

11. In caso di risposta negativa, descriverne i motivi:

12. Come valuta le sue attuali competenze digitali?

Selezionare un livello di competenza tra A1 e C2, dove A1 è il più basso e C2 il più alto.

Contrassegna solo un ovale.

- ◯ Novizio (A1) - Usa in modo limitato le tecnologie digitali per collaborare.
- ◯ Esploratore (A2) - Conosce le potenzialità delle tecnologie digitali per collaborare e ne fa un uso di base.
- ◯ Sperimentatore (B1) - Usa le tecnologie digitali per condividere e scambiare buone pratiche educative.
- ◯ Esperto (B2) - Usa le tecnologie digitali per la costruzione collaborativa di conoscenza.
- ◯ Leader (C1) - Usa le tecnologie digitali per riflettere ed arricchire le proprie pratiche educative e competenze.
- ◯ Pioniere (C2) - Usa le tecnologie digitali per facilitare pratiche didattiche innovative.

13. Ha mai usato l'approccio di apprendimento basato su progetti (project based-learning) nella sua classe?

Contrassegna solo un ovale.

- ◯ Si
- ◯ No

14. In caso di risposta negativa, descriverne i motivi:

15. Se si, si prega di riportare tre (3) aspetti che considera più importanti per utilizzare la metodologia project based learning nel suo lavoro professionale:

16. Ha mai usato l'approccio "Episodi di Apprendimento Situato" nella tua classe?

Contrassegna solo un ovale.

- Si
- No

17. In caso di risposta negativa, descriverne i motivi:

18. Se sì, si prega di riportare tre (3) aspetti più importanti per utilizzare l'approccio degli episodi di apprendimento situato nel suo lavoro professionale:

19. Si prega di riportare tre (3) aree di conoscenza che considera più importanti e le competenze che si aspetta di acquisire dalla formazione:

Grazie per la collaborazione!

Le risposte vengono registrate automaticamente. Pertanto, non verrà inviata alcuna e-mail di conferma.

ANNEX 4 – QUESTIONARIO POST-PILOTING PER GLI INSEGNANTI

Questionario post-piloting di valutazione per gli insegnanti

Gentile partecipante,

questo questionario di autovalutazione fornisce feedback e suggerimenti utili per identificare le principali fasi del percorso di sviluppo personale per l'insegnamento innovativo.

Il corso online "Boosting Class 2.0 for high-quality teaching in adult education" è stato progettato per promuovere e implementare l'integrazione delle nuove tecnologie nell'educazione degli adulti. La formazione è stata strutturata in quattro moduli, come segue:

1. Come ripensare i confini delle classi sfruttando le potenzialità delle TIC.
2. Come sviluppare e progettare un sistema efficace di valutazione e valutazione per l'apprendimento a distanza.
3. Come aumentare la motivazione dei discenti adulti utilizzando le tecnologie.
4. Come attuare efficacemente approcci pedagogici combinati, come l'apprendimento basato su progetti e gli episodi di apprendimento situato.

*Campo obbligatorio

1. Dopo aver partecipato al corso di formazione Boostclass 2.0, come valuta le sue attuali competenze digitali? *

Selezionare un livello di competenza tra A1 e C2, dove A1 è il più basso e C2 il più alto

Contrassegna solo un ovale.

- Novizio (A1) - Usa in modo limitato le tecnologie digitali per collaborare.
- Esploratore (A2) - Conosce le potenzialità delle tecnologie digitali per collaborare e ne fa un uso di base.
- Sperimentatore (B1) - Usa le tecnologie digitali per condividere e scambiare buone pratiche educative.
- Esperto (B2) - Usa le tecnologie digitali per la costruzione collaborativa di conoscenza.
- Leader (C1) - Usa le tecnologie digitali per riflettere ed arricchire le proprie pratiche educative e competenze.
- Pioniere (C2) - Usa le tecnologie digitali per facilitare pratiche didattiche innovative.

2. Quali dei seguenti campi di conoscenza e competenze pensi siano più utili per * la tua attività di insegnamento?

Contrassegna solo un ovale per riga

	1 (Assolutamente non importante)	2	3	4	5 (assolutamente importante)
Come ripensare i confini delle classi sfruttando le potenzialità delle TIC	◯	◯	◯	◯	◯
Come sviluppare e progettare un sistema efficace di valutazione e valutazione per l'apprendimento a distanza.	◯	◯	◯	◯	◯
Come aumentare la motivazione dei discenti adulti attraverso l'uso delle tecnologie.	◯	◯	◯	◯	◯
Come attuare efficacemente approcci pedagogici combinati, come l'apprendimento basato sui progetti e gli episodi situati di apprendimento.	◯	◯	◯	◯	◯

3. Quanto sono funzionali i materiali didattici e i suggerimenti didattici di Boostclass 2.0 per la tua pratica quotidiana? *

Contrassegna solo un ovale.

	1	2	3	4	5	
Assolutamente non utile						Assolutamente utile

4. Si prega di spiegare la motivazione della sua scelta:

5. L'ambiente di apprendimento di Boostclass 2.0 è stato facile da usare? *

Contrassegna solo un ovale.

	1	2	3	4	5	
Assolutamente difficile						Estremamente facile

6. Si prega di spiegare la motivazione della sua scelta:

Riflessione sul sistema di monitoraggio e valutazione e sulle tecnologie digitali

7. Pensa di poter utilizzare gli strumenti digitali di valutazione per monitorare e valutare i progressi degli studenti? *

Contrassegna solo un ovale.

- Non controllo i progressi degli studenti con gli strumenti digitali.
- Credo di poter usare il quiz online per controllare i progressi degli studenti.
- Spesso uso una varietà di strumenti digitali per monitorare i progressi degli studenti
- Uso sistematicamente una varietà di strumenti digitali per tracciare il progresso degli studenti.

8. Quali strumenti utilizza per monitorare e valutare le prestazioni dei suoi studenti nell'apprendimento a distanza? *

Contrassegna solo un ovale.

- Quiz
- Game
- Rubriche
- Altro

9. Se "altro", specificare:

Riflessione sul coinvolgimento degli studenti nell'uso delle tecnologie

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

10. Pensa di utilizzare le tecnologie digitali per permettere agli studenti di partecipare attivamente in classe? *

Contrassegna solo un ovale.

- Nel mio istituto/organizzazione non sarà possibile coinvolgere attivamente gli studenti.
- Posso coinvolgere attivamente gli studenti, ma non userò le tecnologie digitali
- Nella mia pratica di insegnamento, userò materiali stimolanti come video e animazioni.
- I miei studenti utilizzeranno gli strumenti digitali in classe, ad es. fogli di calcolo, giochi, quiz
- Gli studenti utilizzeranno sistematicamente le tecnologie digitali per indagare, discutere e creare conoscenza.

11. Pensa di valutare l'apprendimento dei suoi studenti attraverso la produzione di contenuti digitali, ad es. video, registrazioni audio, foto, presentazioni digitali, blog, wiki? *

Contrassegna solo un ovale.

- Nel mio istituto/organizzazione, sarà impossibile valutare l'apprendimento degli studenti in questo modo.
- Non credo sarà facile farlo con i miei studenti.
- A volte lo faccio, come attività di gioco.
- La creazione di contenuti digitali da parte degli studenti sarà parte integrante dei loro studi.
- Essendo parte integrante dell'apprendimento degli studenti, aumenterò sistematicamente il livello di difficoltà per sviluppare ulteriormente le loro abilità.

Riflessione sull'attuazione delle metodologie PBL e ESL

12. Dopo la formazione, quali sono le conoscenze e le competenze generali relative alle due metodologie proposte nell'educazione degli adulti? *

Contrassegna solo un ovale per riga.

	1 (Molto bassa)	2	3	4	5 (Molto alta)
Ho una comprensione generale e una conoscenza dell'implementazione della metodologia PBL.					
Ho una comprensione generale e una conoscenza dell'implementazione della metodologia ESL					
Ho la competenza di utilizzare la metodologia PBL					
Ho la competenza di utilizzare la metodologia ESL					

13. Pensa che le sessioni di PBL saranno fattibili nella tua classe? *

Contrassegna solo un ovale.

- Si
- No
- Forse

14. In caso negativo, spiegare la motivazione:

15. Pensa che le sessioni di EAS saranno fattibili nella tua classe? *

Contrassegna solo un ovale.

- Sì
- No
- Forse

16. In caso negativo, spiegare la motivazione:

Grazie per la collaborazione

Le risposte vengono registrate automaticamente. Pertanto, non verrà inviata alcuna e-mail di conferma.

ANNEX 5 – QUESTIONARIO PER GLI STUDENTI DOPO L'ATTUAZIONE DEL PROGETTO

Questionario per studenti dopo l'attuazione del progetto

Caro studente,

Ti chiediamo gentilmente di compilare il seguente questionario preparato per la raccolta dei dati dopo aver completato la vostra formazione Boostclass 2.0 per l'insegnamento di alta qualità nell'educazione degli adulti.

Ti ringraziamo in anticipo per la tua collaborazione in questo compito che richiede solo pochi minuti, e ci auguriamo che ci aiuterai a migliorare i risultati del progetto e il loro impatto.

Team di progetto Boostclass 2.0

*Campo obbligatorio

INFORMAZIONI GENERALI

1. Paese (in cui vivi attualmente): *

Contrassegna solo un ovale.

- Italia
- Bulgaria
- Romania
- Spagna

2. Quanti anni hai? *

Contrassegna solo un ovale.

- Meno di 25
- 25-29
- 30-39
- 40-49
- Più di 50
- Preferisco non rispondere

3. Genere *

Contrassegna solo un ovale.

- F
- M
- Preferisco non rispondere

4. Si prega di scrivere il nome della scuola o dell'organizzazione in cui si sta frequentando la formazione/ corso/ lezioni:

5. Descrivere l'ambiente di apprendimento in cui si sta partecipando alla formazione/corso/lezione esprimendo la propria opinione per ciascuna delle seguenti dichiarazioni: *

Contrassegna solo un ovale per riga.

	1 (Assolutamente in disaccordo)	2	3	4	5 (Assolutamente d'accordo)
C'è una lavagna interattiva in ogni classe					
In classe gli studenti possono utilizzare diversi dispositivi digitali (laptop, tablet e smartphone)					
La connessione internet della scuola è stabile e veloce					
Gli studenti hanno accesso a dispositivi digitali in rete a casa					
Il management scolastico supporta l'integrazione delle tecnologie digitali in classe					
L'argomento					

studiato promuove e sostiene l'utilizzo delle tecnologie digitali in classe.					
Molti dei miei colleghi studenti usano le tecnologie digitali in classe	○	○	○	○	○

Riflessione sull'attuazione del progetto

6. Hai gestito il progetto individualmente o in gruppo? *

Contrassegna solo un ovale.

- ○ Individualmente
- ○ In gruppo

7. Che tipo di risultato hai consegnato al tuo insegnante? *

Contrassegna solo un ovale.

- ○ Video
- ○ Presentazione Power point
- ○ Blog/website
- ○ Saggio
- ○ Altro

8. Se "altro", descrivere:

9. Se avete prodotto il risultato individualmente, descrivete i punti di forza o le difficoltà che si sono verificate durante il processo di apprendimento:

10. Se hai prodotto un risultato di gruppo, per favore, descrivi i punti di forza o le difficoltà che si sono verificate durante il processo di apprendimento:

11. Hai partecipato con il tuo insegnante alla costruzione dei criteri di valutazione per il risultato?

Contrassegna solo un ovale.

- ◯ Si
- ◯ No

Durante la realizzazione del progetto:

12. Si prega di fornire la sua opinione relativa alla partecipazione a questa nuova esperienza.

Contrassegna solo un ovale per riga.

	1 (Assolutamente debole)	2	3	4	5 (Eccellente)
La mia motivazione è stata...	◯	◯	◯	◯	◯
L'esperienza è stata ...	◯	◯	◯	◯	◯

13. Descrivi la tua esperienza di apprendimento durante il progetto:

Contrassegna solo un ovale per riga.

	1 (Fortemente in disaccordo)	2	3	4	5 (Fortemente d'accordo)
I contenuti di apprendimento forniti dagli insegnanti sono stati più evidenti per me.					
I contenuti didattici sembrano essere più concreti e pratici di prima					
Il modo di affrontare gli argomenti da studiare rende l'argomento più accessibile					
Il modo in cui affrontiamo gli argomenti da studiare rende l'argomento più divertente.					
Il metodo usato mi ha aiutato a usare la mia creatività ed essere originale.					
Il metodo utilizzato potrebbe essere un buon incentivo per studiare e imparare nuovi concetti.					

Non mi sento a mio agio con questo metodo.	◯	◯	◯	◯	◯
Usare la tecnologia negli studi ha aumentato il mio interesse.	◯	◯	◯	◯	◯

Esprimi il tuo giudizio complessivo sulle attività svolte.

14. Quale fase delle attività ti è piaciuta di più?

15. Quale fase delle attività ti è piaciuta meno?

Grazie per la tua collaborazione

Le risposte vengono registrate automaticamente. Pertanto, non verrà inviata alcuna e-mail di conferma.