

Future Classroom Ambassadors

ACTIVITY DIGEST

Issue #13, April 2021

School Innovation Forum

The School Innovation Forum 2021 will take place online under the theme *Emerging Technologies in Education: An Ecological View on Artificial Intelligence* on 26-28 May 2021. The Forum will bring together European Schoolnet's key stakeholders, including the FCL Lead Ambassadors who will also contribute to the programme.

The Forum will be live streamed on 26 May 2021.

Enjoy reading, in this first digest of 2021, the kaleidoscope of activities taking place in the different countries of the FCL ambassadors.



Info: [School Innovation Forum](#)

BELGIUM

LEGO® Spike Prime @ Provil Lommel

In the context of the *Take the Action!* Project - a pilot with the collaboration of European Schoolnet and the FCL Ambassadors - pupils from several class groups at [Provil Lommel](#), have been working with the LEGO® Spike Prime over the last months. These pupils are all 12-years old, but take lessons in different fields of study, ranging from more theoretical to more practical courses. The LEGO® Spike Prime learning resources are very extensive and differentiated enough so that are suitable for all pupils.

Pupils in the first year of STEM education started with the [Super Cleanup](#) project and designed their own improvements of the *Spike Grabber*.

The results of working with the LEGO® Spike Prime are very satisfying. Both teachers and pupils are very enthusiastic about it. Projects with LEGO® Spike Prime will get a fixed spot in the curriculum at Provil Lommel.



CZECH REPUBLIC

Revision ICT school subject

The Czech Republic has changed the content of the school subject *Informatics (ICT)* and it will also introduce digital competences into the national educational program.

Today, digital competences are considered as the basis for a successful personal, social and professional life. However, the educational content of the school subject Information and Communication Technologies has not been updated since 2005. The curriculum does no longer correspond to the importance that digital technologies play in today's society. The aim of the revision is to improve pupils' competences in working with information and digital technologies as well as to develop pupils' computational thinking.



ESTONIA

Role of EdTech companies in education under discussion

The Education and Youth Board is starting regular meetings with the NGO EdTech Estonia to discuss the role of EdTechs in education. As schools in Estonia have switched to distance learning once more due to the pandemic, the need for effective digital tools to facilitate learning is more evident than ever. While the pandemic has highlighted our reliance on digital tools, this reliance will not disappear when the pandemic is over.

Estonia has been working to create a favourable national ecosystem over the past years to help increase provision of more educational tools by the private sector. Collaboration between the private and public sectors is seen as crucial in Estonia to provide a necessary multiplicity of digital tools in education, as the country moves to establish personalization in education. To secure establishment of high-quality digital tools, public authorities are interested in creating a more stable relationship for all parties involved, through an establishment of an EdTech marketplace, common technical and quality standards, and other aspects. Regular discussions will take place to facilitate a balanced way forward.



FINLAND

The FCLab of Finland and Matatalab pilot

The FCL labs of Joensuu and Jyväskylä have started a pilot project with Matatalab in February. The pilot consists of training sessions for teacher students, hands-on sessions with the kids and webinars for the professional development for teachers of Finland. The basic goals for the pilot are the use the Matatalab sets to learn future skills and transversal competencies and to combine knowledge with the content of the Finnish National Curriculum.

The pilot started with a workshop for teacher students and now the classroom activities for 1st and 2nd graders take place. PD webinars will take place in April and in May.

More information about the project: [FCLlab Finland – Matatalab blog](#)



FRANCE

Research at FCL

In the *Forticl@sse* at Neuf-Brisach school, *Laurent Lanneau* and the students participated in a research project by contributing to a study organized at the initiative of the OCCE.

Between September 2019 and September 2020, researcher Sylvain Connac worked with the school on the links between body and cooperation in the redesigned FCL space of the *Forticl@sse*. The six issues were: Why allow movement in a classroom? How to approach the notion of freedom with the students? How to support students in the exercise of freedom of movement? How can freedom of movement facilitate cooperation? How can free choice of position, seating and workspace facilitate cooperation?

The methodology used was that of phenomenological data collection. The researcher conducted a double series of interviews with the students in December 2019 and February 2020. The interviewees reacted in self-confrontation to videos on the appropriation of different spaces to implement cooperation. The objective was to identify the facilitators and obstacles inherent to the use of the space.

At the end of the interviews, the students proposed the implementation of a FCL *permit* to regulate the use of the space and formalize the movements.

The research will soon be published.



HUNGARY

19 February, 2021

The Hungarian FCL Lead Ambassador held a three-hour long online seminar about the FCL concept and FCL Toolkit for pedagogical experts at the Pázmány Péter Catholic University. The 14 participants had to create an innovative learning activity they could try out in their school. The main purpose of the learning activity was to improve the students' 21 century skills and to focus on active learning even in the online space.

March, 2021

Two accredited FCL Courses were delivered. Because of the pandemic the Ministry allowed to hold the trainings online. Each training was 2 weeks long and included 2 webinars a week using MsTeams. The training materials were created on the Moodle platform of the Sulinet Department.

Besides the FCL concept and Toolkit the trainers presented a lot of online tools and applications which could make online lessons more interesting and more active. The feedback showed that the teachers found the courses very useful and interesting, and they started to use the new tools they studied during their online lessons. They said the students really enjoyed it and became really enthusiastic trying out new applications.



ISRAEL

EdTech Innovation Challenge: "When resilience is the heart, innovation is the way"

In collaboration with *Start Local Innovation* and *Petah Tikva Municipality* a call was launched for entrepreneurs to submit initiatives to tackle the resilience challenge. Covid19 poses new challenges including rethinking learning pathways, learning environments and the social infrastructure required to expand personal resilience to cope in this new period. Society's resilience is based on its capabilities to provide a safe space for development in a changing reality.

The purpose of the Petah Tikva challenge is to disseminate ground-breaking models of the use of hybrid teaching technology, to promote resilience in the education community. For this call 54 initiatives were submitted. Ten initiatives advanced to the finals according to 5 criteria: Relevance, Sustainable, Feasibility, Originality and Transferability. The ten finalists were invited to two Pitch training sessions and to the Online Final Event. The 3 best solutions will receive professional mentorship to bring their solutions into the education municipality community.

Math Thinking Olympics

The Math Thinking Olympics of Petah Tikva is a collaborative initiative of Tel Aviv District, the Elementary Education Department in the Petah Tikva Municipality and Beta School to empower and encourage teamwork, meaningful and experiential learning and to increase students' motivation in mathematics.

In February, 3400 5th graders students participated in a two-stage Olympics. In the first stage, the students took a multiple-choice test from which 4 students from each school (2 boys and 2 girls) advanced to the final stage. The final stage will be held in a Minecraft Education Edition World – created for the event according to the pattern of an escape room, in partnership with Microsoft Education Israel and TopEdu. The game will run on a special server and all the teams will play together in the same world. The teams will face a number of challenges during the game. Only if these are solved correctly and together as a team in the given time, it will lead the participants to victory.



ITALY

Teacher training

In this spring period FCL Lorenzo Farinelli, located at *IIS Savoia-Benincasa*, Ancona, organises a school staff's training on distance to support teachers and educators



once again stuck home imposed by the Covid-19 pandemic. The training is delivered by Talent SRL, a company certified by Italy's Ministry of Education. The series of courses cover three subject areas: *STEAM*, the *DigCom2.1* with the related digital skills, and *tools for digital education* in distance- and face-to-face modes.

In the *STEAM* area attendees will have a Coding lab for the creation of an app to be used both in classroom and in distance learning, educational robotics with simulators, Scratch and robots, AI and Machine learning. In the *DigCom2.1* area the participants will cope with digital literacy and the creation of digital contents. Finally, in the last area they will learn how to use the Google Suite for cooperative works as well as strategies for blended digital education.

Each course is being delivered meeting the needs of the different school levels (primary, lower and higher secondary schools).

MALTA

January - March 2021

The Directorate for Digital Literacy & Transversal Skills organised the annual *Embed Awards Ceremony* and showcased how teaching with effective technology can positively impact learning. This year the celebration took place online and featured 139 submissions of innovative ideas.

A new website was launched by the Directorate for Digital Literacy & Transversal Skills to support educators, students, parents and guardians during this unprecedented time of online and home teaching and learning.

More info: [Digital Literacy Malta](#)

One of the main priorities of the Directorate is to ensure the online safety of students. High priority was given to this year's edition of Safer Internet Day. Educators were encouraged to deliver activities on Internet Safety for their students. This resulted in over 93 different activities registered across all the schools in our country.

The FCL Lead Ambassador and colleagues within the Directorate for Digital Literacy & Transversal Skills launched the second asynchronous 6-week online course targeted at Early Years Educators and designed on the FCL pedagogy of active learning in the hybrid classroom. The *course Enhancing Learning: Tools for the Digital Classroom* focused on the educational benefits and pedagogical opportunities of using online tools creatively to engage students in the current *distanced* classroom and at home during online learning.

The Digital Literacy Team of educators continued supporting educators during the school lockdown period right before the Easter recess by delivering in-class virtual sessions to both educators and students. Such sessions include help and support in the use of programmes and software to promote technology-enhanced learning.

PORTUGAL

MOOC: Distance Learning at Schools

The Portuguese local FCL Ambassadors have designed and are now coordinating the MOOC *E@D nas Escolas* (Distance learning at Schools). The aim of this online course is to encourage the reflection, sharing experiences and disseminate good practices which have been developed in schools, within the context of distance learning during lockdown caused by the pandemic. This online training course started on 3 March 2021, and will remain available until 7 July 2021 and has a global workload of 15 hours.

The target public for this online training course are educators and teachers, of any subject and at all levels of education, school leaders and other professionals who perform educational functions, however the training is open to everybody interested in this topic.



For this MOOC more than 5000 people registered, which clearly shows the need to learn about this topic.

The FCL Ambassadors expect that this initiative will empower educators in dealing with this *new normal* reality by supporting them in overcoming their struggles, doubts and anxieties regarding Distance Learning. The course will moreover promote safe environments and digital citizenship.

SLOVAKIA

Facebook page *Future Classroom Lab - Slovensko*

To support Slovak teachers and school leaders, a new Facebook page *Future Classroom Lab Slovensko* was created. The members of this page will get all the latest news from the Future Classroom Lab and European Schoolnet, learn about the active learning methods, as well as get useful tips for the usage of ICT in the educational process.

The Facebook group, in cooperation with the School BESST, has already managed to organize two engaging webinars in March, one on *How to create own Future Classroom* and one on *Working with emotions in character education*. The next webinar will be dedicated to 5 interesting applications for teaching online and in the classroom.

More Info: [Future Classroom Lab Slovensko \(Facebook\)](#)



SPAIN

Memorandum of understanding

INTEF, as part of the Ministry of Education and Vocational Training of Spain, has signed a MoU with different companies to create 20 Aula del Futuro spaces in different teacher training institutions throughout Spain.

More info: [MoU](#)

Video

A new video has been produced aiming at the support of schools to create their own learning space. The video promotes student-centered pedagogies using technology and active methodologies.

Watch [How to create your own Aula del Futuro](#) – (With English subtitles.)

Research

Alberto Alameda, one of the Aula del Futuro ambassadors, published a PhD thesis about the pedagogical impact of the FCL model.

More info: [PhD thesis FCL Model](#)

Resources

Many Scenarios and Activities created by teachers have been published on the Aula del Futuro website. Other teachers can search, adapt and use all these materials with their students.

More info: [Scenarios and activities](#)

Regional FCL training

Cataluña organizes the training course [Future Classroom Lab: aprofundiment](#), 1ª edició (16 Feb. –30 April).

Comunidad Valenciana organizes the course [Espacios y aulas STEM](#) (13 April - 27 May).



Castilla y León is developing the course [Learning spaces online 20-21](#) (10 Feb – 19 April) and will launch a summer course under the name *Espacios Flexibles de Aprendizaje*.

Extremadura will develop the course [Transformación de espacios. Las aulas del Futuro](#) (19 April – 24 May)

TURKEY

Online learning events

Several online learning events including webinars, workshops and zoom meetings were organized to introduce the Future Classroom Lab approach and overall methodology in Turkey. FCL local ambassador *Ümit Yel* organized an online webinar What is Future Classroom lab? at local level addressing 250 participants. Local ambassadors also organized an online call and about eTwinning and FCL. 732 teachers from different parts of Turkey attended the meeting which was also live streamed on YouTube.

Several online meetings were also organized by local ambassadors where teachers as well as school managers at different educational levels were informed about FCL and project-based learning. Around 800 teachers and school managers benefited from these meetings.

Continuous Professional Development

Turkish FCL Team led and delivered a series of webinars between August-March 2021. FCL Professional Development Webinars hosted researchers, project officers, local ambassadors, and teachers on several topics to implement innovative pedagogies in teaching and learning. The main topics of the webinars are learning zones, FCL model, STEM education, best practices, local and global knowledge, learning scenarios, active learning, financing mechanism for learning labs. Around 4.000 teachers took part in these CPD series.

Within the scope of Erasmus+ project, a workshop on designing FCL, reconsidering the teaching and learning zones, and a hands-on training on technologies that are used in FCL was organized by the local ambassador *Adil Tuğyan* with teachers and students from 6 countries: Turkey, Belgium, Spain, Hungary, Greece and Latvia.

Evidence for innovation

Turkish FCL team published *Designing the Future Classroom: From Theory to Practice*, a book which includes theory and practice suggestions regarding 21st century skills, active learning, project-based learning and STEAM education. This book covers the learning zone, technology and pedagogical approaches are detailly presented.

Book available at [this link](#).

Turkish FCL team published the research report *Active Learning in Turkey and Analysis of Flexible Learning Zones in a Pedagogical Framework*. The research compared the education given in a Future Classroom (with the active and flexible learning environment, technology and appropriate pedagogy) with the education provided in the traditional classroom environment (without these components).

Report available at [this link](#).

A survey was prepared for the teachers of 3 schools who already have launched learning labs in Burdur province, investigating the efficacy of Future Classroom Labs. The results of this survey will be released in April, 2021.

Methodological Framework for Innovative Classroom Trainings

The first intellectual output of the Designing Future Innovative Learning Spaces- Design FILS project led by MoNE-DGIET was published. The aim of the *Methodological Framework for Innovative Classroom Trainings* is to improve active



and technology-enhanced collaborative learning in innovative learning environments as well as to give suggestions on how to empower and innovate the learning spaces.

The framework was developed collaboratively by European Schoolnet, Universidade de Lisboa, Future Learning Lab Wien, Hacettepe University, Centro Autnómico de Formación e Innovación and Zakladni Skola Dr. Edvarda Benese.

Read the full document [here](#).

Learning Labs

A new learning lab is developed in Burdur, Kayış Primary and Secondary School and the school administration was informed about being a learning lab member by the local ambassador *Yasemin Altında Dođaner*.



For further information on the Future Classroom Ambassadors, please contact Bart Verswijvel - bart.verswijvel@eun.org